

# **Our Lady's College**



**School Report  
2023-2024**

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## **I. Our School**

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### **1. Vision and Mission**

#### **Vision**

The core values of Catholic Education and the spirit of our founders, Don Bosco and St. Mary Mazzarello, are the guiding principles of our education mission. Imbued with a family spirit and directed by the three cornerstones of the Preventive System of Don Bosco— Reason, Religion and Loving-kindness, it is our vision to nurture our students into young women who will live life to the full.

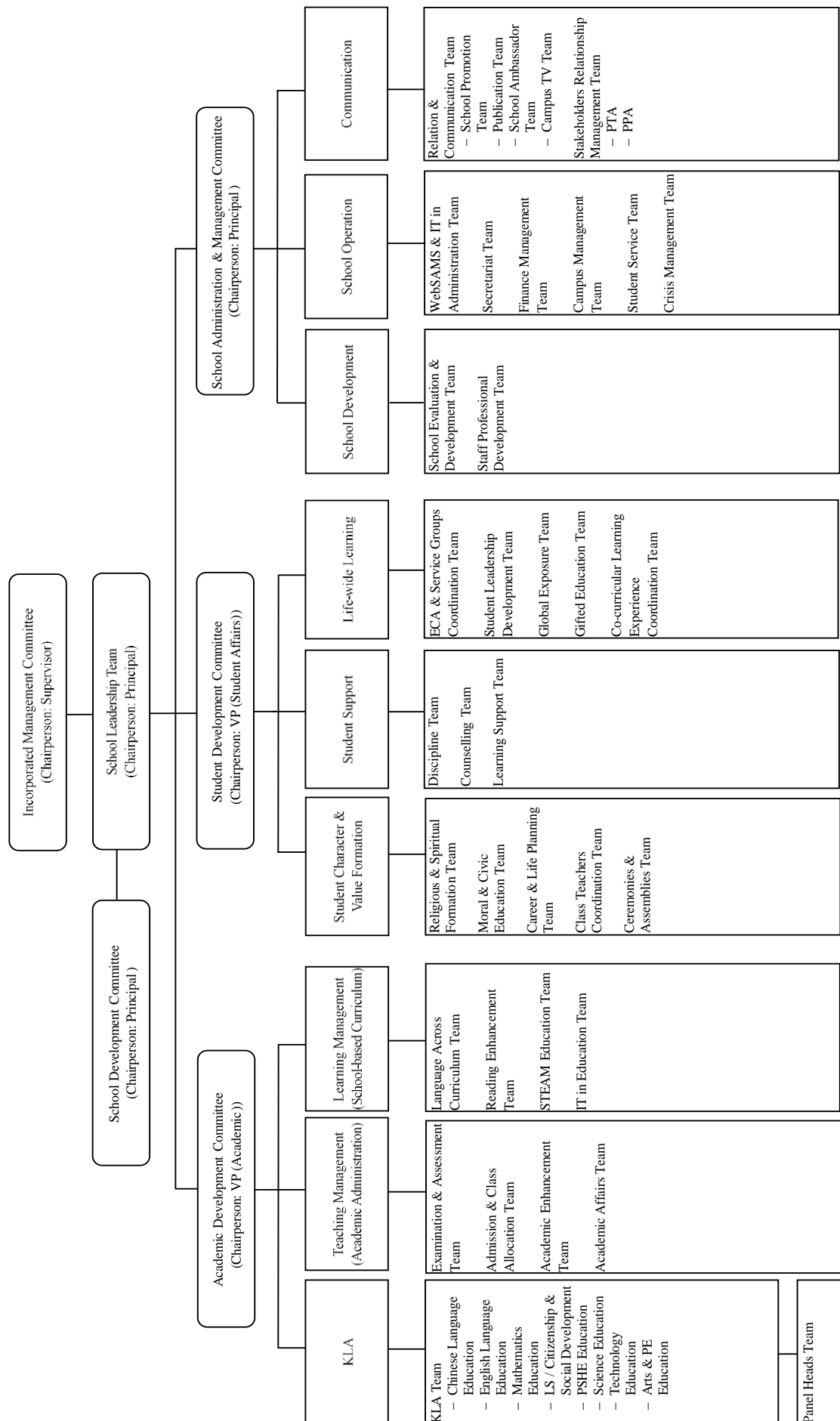
#### **Mission**

We aim to nurture the whole-person development of our students holistically enhancing their spiritual, moral, intellectual, cultural and social aspects. This will enable our students to embrace life, with all its realities and challenges, with optimism, integrity and fortitude, as well as serving society with dedication. All this will empower them to live life to the full.

# Our Lady's College

## School Organization Chart

### 2023/2024



## **II. Achievements and Reflection on Major Concerns; Feedback and Follow-up**

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### **MAJOR CONCERN 1: TO ENHANCE LEARNING AND TEACHING EFFECTIVENESS**

**Target 1 : To enhance student engagement in the learning process**

#### **Key Point 1: Data Analysis**

##### **Achievements**

The school has made significant progress in data analysis by implementing a comprehensive system to collect and analyze student performance data. Various reports that collected comprehensive data have helped to reflect the effectiveness of teaching and learning, identify areas for improvement, and tailor instruction accordingly.

Data analysis has given teachers a better understanding of students' learning needs. Various subjects have utilized data analysis tools like TSA and HKDSE, along with internal test and exam reports, to assess students' strengths and weaknesses. This has enabled teachers to refine their strategies to better cater to students' learning needs.

For example:

- Chemistry: Identified topics forgotten by S5 students from S4, arranged revision of S4 topics, and analyzed weak question types.
- Chinese History: Identified frequently tested topics and additional revision topics based on performance.
- CSD: Included topics students are weak in pre-mock and mock exams.
- L&S: Analyzed DBQ and fill-in-the-blank sections, providing extra training for weak DBQ questions.
- Visual Arts (VA): Analyzed HKDSE report and S3 elective performance to determine correlation with projected DSE marks.
- English: Analyzed test and exam results, providing extra drilling for weaker grammar items. Using the English internal assessment analysis report, teachers effectively identified students with lower academic abilities.

##### **Reflection**

The DSE Statistics Reports help subject panels understand student performance compared to other schools.

- Some teachers find it difficult to fully engage with data due to time constraints. Additionally, DSE reports might not apply to all forms, especially junior ones. Quantitative data alone cannot reveal the whole picture, so qualitative data, such as teachers' observations, should also be utilized.
- Attempting past papers helps students develop effective exam strategies, refine time management skills, and gain confidence. Analyzing solutions and marking schemes helps identify areas for improvement. Leveraging these resources creates an equitable educational experience, fostering a supportive and growth-oriented classroom environment. Through targeted interventions and personalized support, teachers guide students toward success, ensuring each individual can reach their full potential.

##### **Feedback and Follow-up**

It is important for teachers to allocate more time to review and understand test reports to improve teaching effectiveness. Analyzing data from recent years can provide a comprehensive picture of student performance, strengths and weaknesses in different subjects, tracking student progress, and making informed decisions for future planning and resource allocation.

More guidance and training on data analysis would be provided by the school to facilitate quality discussions within panels on better use of the data can be arranged.

Colleagues would be encouraged to share teaching materials on a common drive for easy reference. Panel Heads would be invited to share good practices, including lesson observations and homework inspections, for professional development.

Increased peer observation and open classrooms will help colleagues enhance their teaching effectiveness.

## **Key Point 2: Teacher Professional Development**

### **Achievements**

This year, numerous staff development programs were arranged. Workshops on Staff Development Days, including sessions on ChatGPT, National Identity, and communication skills, enhanced teachers' competencies in pedagogy and national education. Teachers gained valuable knowledge, innovative teaching strategies, and the latest developments in education.

Many teachers attended external professional development programs to improve their skills and knowledge, applying what they learned to enhance teaching effectiveness. Workshops, seminars, and peer observation sessions enabled teachers to share best practices and engage in collaborative learning. Learning circle workshops organized by the Education Bureau allowed participants to share strategies with their panel members.

Collaborative lesson planning periods were fully utilized to develop teaching materials that cater to different student needs. Training on eLearning introduced innovative methods for leveraging technology effectively.

### **Reflection**

- Talks and sharing sessions on National Education have fostered a deeper understanding of the country's history, values, and civic responsibilities. The Macau trip was well received, providing firsthand experience and educational value sharing with Macau schools. It also strengthened staff bonding and morale. Hiring a coach for future trips could further enhance staff bonding.
- Online programs for humanities subjects offered by EDB and other institutions provide flexibility for teachers. However, some teachers noted a decrease in Saturday EDB programs, limiting their availability. Teachers face challenges due to time constraints and the limited availability of EDB workshops, often filled quickly, hindering professional growth.
- Efforts to promote professional development face challenges such as time constraints and lesson swapping for attending talks and seminars. Teachers may miss valuable external programs to minimize student learning disruption and attend school meetings. Make-up lessons before or after attending external programs can lead to exhaustion and lower teachers' intention to attend.
- A half-day staff development program may not be effective due to time constraints and teaching duties in the morning session.
- A variety of staff development programmes, such as mindfulness workshop, crafting and cookery lessons could be included to promote mental health awareness and to create 'space' for our own self.

### **Feedback and Follow-up:**

Programmes focusing on fundamental teaching principles, such as lesson design, should be arranged for new colleagues. Panel- or KLA-based training can further enhance teaching through technology integration.

Professional development helps teachers refine methods, incorporate new technologies, and address diverse student needs, creating effective learning environments and improving student outcomes. Focus can be placed on technology applications like AI in educational apps (e.g., Nearpod, Kahoot!) and online collaboration tools.

Organizing workshops on Staff Development Days ensures greater teacher participation, allowing them to prioritize professional development without time constraints. Conducting workshops at school fosters convenience and accessibility.

The school would try to release teachers from duties to attend external staff development programmes and minimize lesson swapping.

Good practices would be shared by the panel heads to enhance teaching effectiveness, and co-lesson planning lessons would be used to share materials and practices among the same levels. Panel members would be encouraged to upload teaching materials to a common drive for easy reference.

It is advisable to arrange visits to educational institutes' staff development. These opportunities enable teachers to observe different methods, gain new perspectives, and exchange ideas, enhancing their skills and professional growth.

### **Key Point 3: Student Learning**

#### **Achievements**

- Students generally exhibited a high interest in academic studies. The school has created a supportive environment with clear guidelines and encouragement, promoting a growth mindset. Programs like the S1 Homework Guidance and Study Skills Workshops help students develop study habits and independent learning skills. After-school Enrichment classes also improve academic performance, empowering students to take ownership of their learning.
- Student-centred instructional approaches, such as project-based learning and differentiated instruction, enhance engagement and deeper learning. Students have a positive view of learning and enjoy academic activities. Diverse assignments and assessments motivate students, with teachers nurturing self-directed learning skills.
- A positive teacher-student relationship and engaging teaching strategies encourage active participation and self-reflection, fostering good study habits and a positive learning attitude.

#### **Reflection**

Many junior-form students are willing to learn, but their support varies greatly due to family backgrounds. Workshops alone don't suffice for some students to master learning skills or manage time effectively. There is a significant learning diversity in weaker classes.

After-school enrichment courses leave students exhausted, and over-reliance on iPads hinders independent thinking and reflection. Prolonged student absences challenge teachers in meeting learning needs. Few students are self-directed learners, and some lack motivation.

Critical thinking and self-directed learning remain areas of struggle, with many students resorting to rote memorization. Tight schedules make teaching high-order thinking skills in PSHE subjects difficult. More class time is used for guiding coursework, highlighting the need for additional support.

#### **Feedback and Follow-up**

The school would look into the possibility of lowering the student-to-teacher ratio for more personalized attention. Introducing an award scheme can positively encourage attendance.

It is advisable for teachers to develop self-directed learning materials with varying difficulty levels to cater to learning diversity and homework assignments that provide different challenges and support. Students with higher abilities should receive more challenging tasks to stimulate engagement, while others get basic tasks. Breaking long tasks into smaller components encourages low-achieving students, fostering a sense of achievement. It is recommended to assign more classwork to lower-ability groups under teacher supervision.

Study skills from the S1 Workshop need more subject-based skills to be effective. Positive traits like responsibility and persistence could be sharing session themes in morning assemblies.

Strategies like voluntary academic support, developing generic skills, boosting confidence, relating lessons to real-life situations, and integrating educational technology create a dynamic and inclusive classroom environment. These approaches promote active participation, critical thinking, and enhance student engagement and learning outcomes.

Collaboration between subject panels in organizing activities can help manage students' workload.

## **Key Point 4: IT in education**

### **Achievements**

The school has integrated technology into teaching and learning practices, providing students with digital resources and interactive platforms. Significant progress has been made through the BYOD initiative. Various workshops introduced teachers to IT skills for teaching, including innovative methods for leveraging technology. The school keeps teachers updated with new IT trends through different programs.

With strong IT skills, teachers empower students with information literacy, guiding them in navigating, evaluating, and synthesizing information. This fosters critical thinking, research skills, and digital responsibility. Interactive learning experiences prepare students to thrive in a digital landscape and become lifelong learners.

Students receive adequate information literacy exposure in lessons and activities. More self-learning assignments are given on Google Classroom. Hardware updates include faster WiFi and new projectors. Some subject panels collaborate with external service providers, like English with EDB for a Learning Community.

### **Reflection**

In today's digital age, teachers' IT skills are crucial for facilitating interactive and engaging learning experiences. Mastering apps like Nearpod, Kahoot!, and Quizizz allows educators to create dynamic lessons catering to different learning styles. Nearpod incorporates interactive activities, Kahoot! gamifies learning, and Quizizz offers customizable quizzes with instant feedback, all enhancing student participation and comprehension.

Several challenges need addressing for effective technology use in classrooms. Slow or unstable WiFi and limited iPad availability impede seamless integration. Introducing multiple apps or devices simultaneously complicates choices for teachers. Discipline issues arise from iPad use, and some students prefer simple audio-visual tasks over complex ones, affecting their attention span and curiosity. The BYOD policy may intensify electronic device addiction, particularly in juniors, causing fatigue with educational apps. The misuse of gadgets leads to distractions and reduced engagement.

Establishing clear device usage policies and promoting digital responsibility are essential to minimizing gadget abuse. The BYOD policy for S1 was ineffective due to delayed iPad delivery (ordered in September 2023, and delivered in March next year).

### **Feedback and Follow-up**

It is important to once again remind students of the iPad regulations, and the protocol of the use of iPad would be enforced. Sessions on digital etiquette and responsible use should emphasize respectful behaviour and avoiding inappropriate photos. Students would be reminded once again to avoid using iPads during recess to take a break from the online world. Apps monitoring proper usage could be introduced.

The school would look into the possibility of how the issue of connectivity could be addressed and procure necessary teaching apps like Nearpod and Kahoot, fostering an improved IT environment. Information literacy courses and workshops should equip students with skills to find, evaluate, and ethically use information, particularly in AI.

Popular apps should be recommended to teachers for effective lesson integration. Panel- or KLA-based training can enhance teaching through technology. Assignments requiring IT skills, like projects and posters, should be given. More online self-directed learning tasks and resources can help students foster good iPad habits.



## **Key Point 5: MOI-EMI**

### **Achievements**

Morning assemblies and school events are conducted in English, creating a school culture and environment where English is prevalent, with subject information posted around the campus. LaC lessons, held once per cycle in S1 and S2, teach common skills for EMI subjects, such as describing charts and tables in English. These lessons build confidence in answering open-ended questions and teach skills like using mind maps, graphs, and charts.

LaC lessons enhance language development and reinforce content learning, fostering interdisciplinary connections and a holistic education approach. RaC activities include morning reading programs, news follow-ups, and subject-based reading exhibitions, promoting deeper content understanding, critical thinking, and literacy skills. Students engage with diverse texts, enjoying collaborative activities like library tours, book talks, author talks, Santa's Village, and the Reading Carnival.

LaC, RaC, and MOI programs have improved teachers' English proficiency. The LaC team developed skill-based materials for MOI support, and the RaC team organized activities like paper fan design, experiments, and projects to foster reading interest. Many teachers participated in MOI professional development, supported by the HKU program.

MOI bridging programs for S1 students and S2-S3 students transitioning from fine-tuned to regular classes were conducted during the summer or in September, providing targeted English proficiency support. These programs helped students prepare for Maths, ICT, and T&L lessons, with input from subject teachers for focused learning preparation.

### **Reflection**

Students generally found the lessons useful and tried to complete tasks, but many struggled to apply the skills taught. Many low achievers in Class D across all forms are weak in English and lack motivation, making LaC lessons insufficient to help them pass EMI subject assessments. The limited frequency of LaC lessons (once per cycle) does not adequately address vocabulary needs across subjects.

Subject teachers may not be fully aware of LaC lesson content, and LaC teachers may lack subject-specific knowledge.

Motivated students benefitted from the summer Bridging Programme, but weaker-class students often did not attend the courses due to a lack of motivation, leading to an unsatisfactory participation rate.

Students who missed summer bridging programs were less prepared for the new academic year, particularly S1 students. They struggled with new material and pace, missing valuable review and reinforcement of key concepts, impacting their confidence and performance.

### **Feedback and Follow-up**

Additional subject-based language support is needed alongside LaC lessons, focusing on critical vocabulary and foundational English skills for S1 students. Enhanced collaboration between subject and LaC teachers is essential, with subject teachers informed about LaC lesson content and objectives to ensure alignment.

Activities to boost English confidence and ability should target students weak in English, particularly those in fine-tuned classes. Integrating bridging materials into relevant math topics, as suggested by the Mathematics Panel, aligns language development with subject content, enhancing both language and math proficiency.

## **Key Point 6: Learning experience and exposure**

### **Achievements**

Numerous study tours were organized this year to broaden students' subject knowledge and exposure. By participating in study tours and life-wide learning activities, students connected classroom learning to real-life situations, fostering critical thinking, problem-solving, and interpersonal skills. They also developed practical skills like teamwork, adaptability, and cultural sensitivity.

Various life-wide learning activities such as talks, workshops, and competitions, including a visit to the Science Park, Cookies Competition, and World Book Day, were conducted by subject departments and functional groups. These activities ignited enthusiasm for subjects like Science, EPA, and English. The introduction of a lunchtime book club promoted reading among students.

Students were provided opportunities to apply their knowledge in real-world contexts, broadening their experiences. Their engagement in activities and high participation rates in study tours demonstrated the success of the programs.

### **Reflection**

Sharing sessions of the study tours allowed teachers to inform parents about their daughters' learning experiences. However, occasional challenges such as time and venue constraints hinder the effectiveness of these activities.

Emphasis should be on the quality rather than the quantity of events. Activity days are often too packed, leading to time clashes and reduced participation opportunities. Involving more Key Learning Areas (KLAs) in each activity is beneficial but poses collaboration challenges.

The bulletin board mainly showcases academic achievements, neglecting other talents and achievements outside of school. Delayed updates on the school webpage undermine the recognition and motivation students deserve. Timely updates are crucial for fostering pride and inspiring others.

### **Feedback and Follow-up**

The possibility of organizing more study tours to mainland China focusing on value education would be considered. Reducing the number of students per tour will allow better monitoring. Earlier planning can increase activity variety and encourage cross-functional collaboration.

Learning activities should be spaced out on school days, not just activity days and fewer talks should be arranged to keep students engaged.

A briefing session before activities can explain objectives and etiquette. Collaboration between different KLAs and clear communication between panels are essential. Utilizing educational resources from the Education Bureau (EDB) can help organize activities.

The Reading Enhancement Team should work with various departments to enrich student experiences and address logistical challenges.

Regular Book Club activities should continue to promote reading, ensuring students have adequate lunchtime during sessions.

Bulletin boards should showcase diverse talents and achievements, both academic and extracurricular, to foster a supportive and inclusive school environment. Timely updates on student accomplishments are crucial for recognition and motivation.

## **MAJOR CONCERN 2: TO ENHANCE PERSONAL DEVELOPMENT THROUGH INTERNALIZATION OF THE SCHOOL CORE VALUES**

### **Key Point 1: Displaying school core values**

#### **Achievements**

The school provides an environment rich in core values, with teachers and sisters as role models. Catholic values are integrated into junior and senior forms through activities like competitions, service learning, and career guidance, fostering empathy and gratitude.

Core values— loving-kindness, truth, justice, love, and family— are infused across the curriculum in various subjects, class teacher periods, learning activities, school events, and morning assemblies. Visual Arts projects and the Ethics and Religious Education (ERE) curriculum align with these principles. Tailor-made content for seniors and discussions during CTP further reinforce these values. Teachers are reminded through specially designed cards, and performances during festivals like Christmas and Chinese New Year.

Theme-based lunchtime activities encourage team collaboration, allowing students to appreciate integrated experiences. Various activities provide opportunities for teachers and students to demonstrate core values.

A stakeholders' survey showed above-average scores, indicating the school's effective promotion of core values inside and outside the classroom. These values are instilled through the curriculum, activities, assemblies, and daily school experiences, helping students internalize them.

#### **Reflection**

The school's strong religious environment provides a moral framework guiding students' behaviour in line with core values. Teachers are united in promoting these values with support from NGOs. Both parents and students generally align with the school's objectives, and teachers strive to create a positive atmosphere.

The curriculum, especially during the Class Teacher Period (CTP), effectively displays core values. Teachers play a crucial role in addressing students' mistakes and reinforcing these values. While most students embody these values, some need additional support. There is concern that promoting slogans is less effective than implementing strategies to internalize these values.

Theme-based activities provide clear direction for student involvement, though some students struggle to balance academics with extracurriculars, facing stress from assessments and future pathways. External societal influences and the internet can foster self-centeredness and materialism, impacting alignment with core values. Peer pressure and cultural factors also affect behaviour.

Recent student suicides in HK schools have raised mental health concerns, with some students exhibiting negative thoughts and a lack of resilience, particularly younger students during the post-pandemic period. Overprotected students lack problem-solving opportunities, hindering resilience. Conversely, some students experience a lack of parental care, making it challenging to instill core values.

Emphasis on self-love, stress management, and self-discipline during CPTs is crucial. Resources from organizations like Caritas help students adopt positive values, with additional funding from the Education Bureau (EDB) supporting mental health initiatives. Catholic values can aid in conflict resolution and counselling, though some CTP talks may not engage students effectively.

#### **Feedback and Follow-up**

Theme-based learning activities should continue with a variety beyond busking and booth setups. Establishing themes early in the school year allows functional groups adequate preparation time. Addressing mental health issues remains a priority, with support from professionals and NGOs like Youth Outreach and the Student Mental Health Support Scheme.

It would be good to reinforce core values through lessons and activities across subjects, with character formation topics in CTPs addressing assessment and family-related frustrations. Tuesday morning talks can centre around the seven learning goals.

School activities featuring student presentations and performances highlighting core values would be considered. Recognizing students who exemplify these values with awards can inspire others. Sharing achievements earlier in the year, rather than post-exam periods, is beneficial.

Enhancing communication with parents through workshops or seminars is crucial. Role modelling by teachers and student leaders helps students internalize core values. Professional development opportunities promoting core values should be available to ensure consistency throughout the school community.

## **Key Point 2: Interconnectedness/bonding**

### **Achievements**

The Big Sisters, house activities, and class-based events strengthen bonds among students through activities like lunchtime sports competitions, fancy cookie contests, school picnics, and Christmas celebrations. These events allow teachers to get to know their students better. Form coordinators enhance communication between the school, class teachers, and students.

There has been increased parent participation in school activities, with more Parent-Teacher Association (PTA) events like poon choi and picnic promoting home-school cooperation. Activities on Parents' Day, including talks and booths, have improved parent education and strengthened parent-child relationships through collaborative crafts.

Class teachers receive strong support through resources related to discipline, counselling, and student backgrounds, helping them connect with new students. Teachers show care for their students and proactively communicate with parents, providing coaching, tutoring, and encouragement. The teacher-student relationship is positive, with teachers offering patience and support. Students generally collaborate well and respect their teachers, and bonding among students has improved, especially after resuming activities.

Various learning activities, such as dodgeball competitions, Sports Day, and the Big Sister Scheme, enhance connections among students. Active parental involvement in PTA activities strengthens relationships between teachers and parents, with parents also sharing their opinions during Parents' Day. Encouraging students and parents to write "thank you" cards can improve their relationships, with potential benefits extending to senior students. Lastly, PTA-organized talks, picnics, tea gatherings, and consultation meetings provide platforms for parents to share opinions and discuss school policies, further facilitating bonding with the school.

### **Reflection**

PTA members and teachers are supportive, and there has been increased parental participation in school activities. The general Parents' Day talk provided valuable parenting insights. However, many parents are busy with work and may be reluctant to attend school activities, although there has been some improvement. Parents of senior form students do not participate as actively as those of junior form students. Additionally, some parents are difficult to contact, complicating communication.

Some parents are reluctant to cooperate with teachers on issues related to their children. Additionally, some may protect their daughters from facing consequences by intervening or making excuses. Parental values can significantly impact children's growth, and some parents may complain without understanding the full context or fail to set effective role models.

Establishing a database of past students can help garner academic and non-academic support. Some students exhibit passivity and struggle to build peer relationships, often having difficulty managing emotions during conflicts and displaying self-centred behaviour, which affects cooperation.

Time constraints hinder students from completing learning activities effectively, impacting their interconnectedness. Senior form students need to connect more, especially after having less school time during the pandemic, and should work on understanding and respecting each other. Building a deeper connection between teachers and students requires more time. Although students generally get along well, they lack experience in handling emotions when upset.

### **Feedback and Follow-up**

Increasing the participation rate of parents from both junior and senior forms in school activities is crucial for building a strong school community. The school would prioritise arranging talks specifically for junior form students to better address their needs and invite parents to attend the year-end achievement showcase to foster engagement. It is also the direction of the school to reinforce the school-parent connection to enhance understanding of the school's aims and policies. Hosting talks and workshops for parents can help strengthen their relationships with their children and provide various opportunities for them to contribute their skills and time to school activities.

Establishing a database of alumni can also enhance connections with the school community. The school would create enhanced opportunities for students to express their opinions and interests and incorporate them into their daily school life. Implementing cooperative learning strategies, such as group work and inter-class activities, can promote collaboration among students. Teaching students to respect one another, especially non-Chinese speaking (NCS) and special educational needs (SEN) students, is important for fostering an inclusive environment.

The Class Teacher Coordination Team would enhance collaboration with NGOs and organize activities other than seminars and talks to promote team building. It is important for teachers to be fully aware of their role as foster parents and good role models for their students. The school should also review the format of Info Day to make it more accessible to the public and enhance connections with more primary schools in Wong Tai Sin and other districts.

### **Key Point 3: Appreciation and Development of Strengths**

#### **Achievements**

Students' achievements are regularly recognized through various platforms, including morning assemblies, e-newsletters, the school webpage, and the School App. Academic results are showcased on Parents' Day, celebrating students' hard work and accomplishments. Monthly prize presentations during morning assemblies further highlight student success, while e-newsletters motivate students by sharing experiences from exchange tours and other achievements.

In addition to recognition, the school offers a comprehensive leadership training program for school leaders, including a leadership day camp for S4 students to enhance their skills. Various study tours and competitions are organized to provide students with opportunities for learning outside the classroom and to develop their talents.

These initiatives support students in practising positive thinking and help broaden their horizons through diverse experiences. Overall, the school is committed to fostering an environment that encourages student development and celebrates their accomplishments.

#### **Reflection**

Appropriate learning activities have been conducted on Activity Days, after school, and during school holidays. However, some students are hesitant to participate in certain programs or competitions due to high application fees. The school can provide funding to assist students from needy families in accessing these opportunities.

Through service learning, S4 students have gained a deeper understanding of the needs of various individuals. However, some students lack clear goals and motivation for learning, which, coupled with poor social skills, leads to low engagement in activities. Additionally, only a few students demonstrate leadership qualities, and a lack of discipline among peers makes it difficult for student leaders to effectively guide their members.

Some potential leaders are overwhelmed by multiple responsibilities, limiting their capacity to take on leadership roles, while junior students have fewer opportunities to lead. The moral values and attitudes of some leaders have also hindered their ability to serve as positive role models. There are inefficiencies in updating the school webpage with student achievements, leading to delays in recognition.

Students also face academic overload from assignments and quizzes, which contributes to low participation in uniformed groups and community service activities. Overall, these challenges highlight the need for improved support and engagement strategies within the school community.

### **Feedback and Follow-up**

The school has the opportunity to extend certain programs to more students and should consider offering sponsorships to cover application fees for learning programs and competitions. Collecting and sharing data on students' talents among teachers can help students appreciate their strengths beyond their academic studies. It would be good to look into the schedule and category of the different Study Tours to enhance the participation of students of different form levels.)

To enhance recognition/appreciation of the awards, it would be good to include a brief description of the background as well as the learning journey/reflection of the awardees.

Some other appreciation initiatives, such as small gifts for contributing students, can also enhance recognition and be a motivation for students.)

Notable student accomplishments should be prominently featured on the school webpage with accompanying media support. Highlighting students' achievements through pictures, videos, and stories can provide immediate visibility, focusing on timely updates and sharing of award ceremonies and activities.

To prevent students from taking on multiple roles, better coordination among extracurricular activities is crucial during the member recruitment process. Encouraging students to join uniformed groups could also help address social issues.

Leadership education is essential; emphasizing the roles and responsibilities of leaders can instill a sense of mission and accountability. The school would look into the possibility of opening up opportunities for student leaders to showcase their skills, such as inviting head prefects to introduce uniform rules to the junior students.

Training for non-leaders can uncover hidden potential among students. A proposed "Service Day," where students clean their classrooms, could help build a sense of belonging and a spirit of service.

## **I. Student Performance**

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### **1. Students' Attitude and Behaviour**

- Our school, founded by the Institute of the Daughters of Mary Help of Christians (FMA), is deeply rooted in the core values of Catholic education and the education charism of our Founders, St. John Bosco and St. Mary Mazzarello. This foundation shapes our educational approach and fosters a supportive environment for students.
- Our strong religious framework and various initiatives promote positive behaviour and instill core values among our students.
- Our students display genuine care for one another. Prayer rituals are particularly well-received, underscoring the positive impact of our religious practices on their development.
- Recognition through awards, constructive feedback from teachers, and opportunities for self-reflection nurture positive behaviour.
- Positive peer relationships and collaborative activities have proven effective in fostering behaviours aligned with empathy, compassion, and respect.
- Our school is committed to providing diverse platforms for students to explore and develop their potential. Opportunities such as service-learning programs, participation in competitions, and engagement in virtual initiatives are integral to this mission. These activities enable students to develop essential leadership skills, take on responsibilities, and engage in meaningful self-reflection contributing significantly to personal growth and positive behaviour.
- By encouraging active participation in these enriching experiences, we empower students to discover their strengths and interests, fostering a sense of purpose and belonging within the school community.
- Ultimately, our goal is to provide a nurturing environment where every student can thrive academically and grow into compassionate, responsible individuals ready to make a positive impact in the world.

#### **Challenges:**

- Social media and the social environment often present conflicting messages that can hinder the cultivation of positive values. They also pose an imminent need for the school to reinforce education on self-management skills and emotional management.

### **2. Students' Participation and Achievement**

#### **i) Academic Performance**

In HKDSE 2024, the percentage of students meeting JUPAS entrance requirements continued to increase substantially. There was a significant rise in students achieving Level 3 or above, especially in Chinese Language and English Language, while 100% of the students attained “attained” for Citizenship and Social Development. The percentages of students fulfilling the 332A requirements for all core subjects were higher than the overall candidates. Additionally, many elective subjects saw higher percentages of Level 3 or above compared to all candidates.

Students' performance in Category B subjects was equally impressive. Of the 10 students taking Category B exams in DSE 2024, 3 achieved Distinction II while 1 got Distinction I. In Category C subjects, the student who took the Japanese Language Exam achieved Grade “A”, the highest grade awarded.

ii) Non-Academic Performance

The school aims to provide opportunities for students to develop their talents, enhance their self-confidence, and participate in various competitions and activities. Students have excelled and received numerous awards in academics, sports, arts, and aesthetics, winning numerous awards in inter-school competitions such as swimming, volleyball, music and speech festivals, debating, drama, choral festivals, and youth art competitions.

Additionally, students have participated in leadership programs and volunteer services, earning recognition for their efforts and achieving commendable results. These accomplishments highlight the diverse talents and dedication of our students, showcasing their ability to excel across multiple disciplines.

The school remains committed to nurturing these talents and continuing to provide platforms for students to shine and grow in their respective fields.

(Refer to Appendix 1: Student External Awards)



### III. Financial Summary

#### Financial Summary 1<sup>st</sup> September 2023 - 31<sup>st</sup> August 2024 (unaudited)

|   | Income (\$)         | Expenditure (\$)    |
|---|---------------------|---------------------|
| <b>I. Government Funds</b>  |                     |                     |
| <b>Expanded Operating Expenses Block Grant</b>  |                     |                     |
| <b>(a) School Specific Grant</b>  |                     |                     |
| 1. Administration Grant   | 4,024,884.00        | 3,505,851.75        |
| 2. Air Conditioning Grant   | 608,791.00          | 540,135.50          |
| 3. Composite Information Technology Grant   | 512,696.00          | 122,413.00          |
| 4. Capacity Enhancement Grant   | 666,935.00          | 653,773.78          |
| Sub-total   | 5,813,306.00        | 4,822,174.03        |
| <b>(b) Non-School Specific Grant</b>  |                     |                     |
| 1. School & Class Expenditure   | 1,985,996.43        |                     |
| 2. Composite Furniture and Equipment  |                     | 349,846.00          |
| 3. Lift Maintenance   |                     | 45,400.00           |
| 4. Training and Development   |                     | 24,701.86           |
| 5. Consolidated Subject Expenditure   |                     | 938,321.54          |
| Sub-total   | 1,985,996.43        | 1,358,269.40        |
| <b>(c) Others:</b>  |                     |                     |
| 1. Deficit transferred from ITSSG   |                     | 207,579.67          |
| <b>Total (EOEBG)</b>  | <b>7,799,302.43</b> | <b>6,388,023.10</b> |
| <b>II. School Funds</b>   |                     |                     |
| 1. Collection of Fees for Specific Purposes<br>(Non-standard equipment; repair,<br>maintenance and electricity of air-<br>conditioners) | 208,880.90          | 32,910.80           |
| 2. Tong Fai   | 103,360.00          |                     |
| 3. Tuckshop Rental Fee  | 150,000.00          |                     |
| 4. Insurance, Scholarships, Others  |                     | 50,004.80           |
| <b>Total (School Funds)</b>   | <b>462,240.90</b>   | <b>82,915.60</b>    |
| <b>Total surplus for the school year</b>  | <b>1,790,604.63</b> |                     |

## IV. Appendix

### Appendix 1. Student External Award

| Nature   | Competition / Activity  | Achievements   |
|----------|---|--|
| Academic | The 1 <sup>st</sup> Sing Tao Chinese Quiz Competition<br>- Junior Form  | Champion   |
|          | The 1 <sup>st</sup> Sing Tao Chinese Quiz Competition (Online mode)   | Certificate of Outstanding Performance (3)<br>“Top 50 Scholar” (4)   |
|          | The 39 <sup>th</sup> Sing Tao Inter-School Debating Competition<br>(The First Preliminary of English Section)   | Best Debater<br>Best Interrogative Debater Winner  |
|          | 星島第二屆全港華文雙語菁英問答比賽   | 嘉許狀 (4)  |
|          | 星島第二屆全港華文雙語菁英問答比賽(總決賽)  | 初中組季軍隊伍<br>最踴躍參與學校獎  |
|          | Pan-Asia Pacific International Mathematics Invitation Competition 2023 (Final Round - Team Contest)<br>- Junior Secondary Division  | Champion   |
|          | Pan-Asia Pacific International Mathematics Invitation Competition 2023 (Final Round - Individual Contest)<br>- Junior Secondary Division  | Bronze Award   |
|          | Sustainable Development Goals eLearn Award Scheme 2023  | Gold Certificate (4)<br>Bronze Certificate (3)   |
|          | 2023-2024 全港中學生演講比賽——「夢想盃」<br>- 即席專題演講 — 粵語/普通話組<br>- 命題說話 — 粵語初中組<br>- 命題說話 — 粵語高中組  | 冠軍<br>季軍<br>季軍   |
|          | Chemists Online Self-study Award Scheme   | Diamond (9)<br>Platinum (2)<br>Silver<br>Bronze (3)  |
|          | 75 <sup>th</sup> Hong Kong Schools Speech Festival (English)<br>- S1-3 Thematic Group Speaking<br>- S2 Solo Verse Speaking (Open)<br>- S3-4 Dramatic Duologue<br>- S4 Solo Verse Speaking | Champion<br>1 <sup>st</sup> Runner-Up<br>2 <sup>nd</sup> Runner-Up<br>2 <sup>nd</sup> Runner-Up<br>3 <sup>rd</sup> Runner-Up |
|          | Junior Secondary History e-Reading Award Scheme 2023  | Appreciation Award (19)  |
|          | 中華文化問答比賽  | 最踴躍參與學校獎季軍<br>學生個人獎 (2)  |
|          | CPCE Excellence Contest 2023/24   | Judges Commendation Award (10)   |
|          | 2023 UN Climate Change Conference English Speaking Competition  | 10 <sup>th</sup> place   |
|          | History Hong Kong<br>- Popular level<br><br>- Challenge level   | Merit (3)<br>Recommended<br>Merit<br>Recommended (3)   |
|          | 2024 Harvard Prize Book   | Award (3)  |

| Nature              | Competition / Activity   | Achievements   |
|---------------------|--|--|
| Academic<br>(Cont') | HKICPA Accounting and Business Management Online Quiz Competition 2023/24  | Merit  |
|                     | The 2 <sup>nd</sup> Sing Tao Chinese Quiz Competition (Online Mode)  | "Top 50 Scholar" (3)   |
|                     | 創作天地獎勵計劃 2023/24 中學組 (第一期)<br>- 生活隨筆   | 冠軍   |
|                     | IdeaPOP! 2024 Hong Kong Secondary School Students Startup Pitch Competition  | Excellence in Innovation Awards  |
|                     | 2023-2024 年度「篇篇流螢」網上閱讀計劃   | 「閱讀之星」金獎 (5)<br>「閱讀之星」銀獎 (14)<br>「閱讀之星」銅獎 (13)   |
|                     | 第四十九屆全港青年學藝比賽——演講  | 優異獎  |
|                     | 第七十五屆香港學校朗誦節 (2023) (中文朗誦)<br>- 二人朗誦 — 粵語 (中學一、二年級)<br>- 詩詞獨誦 — 粵語 (中學一年級)<br>- 詩詞獨誦 — 普通話 (中學一、二年級)   | 優良<br>優良<br>優良   |
|                     | Junior Secondary Science Online Self-learning Scheme 2024  | Gold award (7)<br>Bronze award   |
|                     | Economic Infographic Challenge (2023/24)   | Excellence Award (3)<br>Attainment Award (38)  |
| Sports              | HKSSF HK and Kowloon Secondary Schools Regional Committee Inter-School Swimming Competition 2023/24 Div.III (Kowloon 2) Girls B Grade<br>- 4x50m Medley Relay<br>- 50m Butterfly<br>- 50m Free Style<br>- 50m Breast Stroke<br>- Girls B grade overall | Champion<br>1 <sup>st</sup> position<br>4 <sup>th</sup> position<br>4 <sup>th</sup> position<br>3 <sup>rd</sup> position (4) |
|                     | Inter-School Fencing Competition 2023/24 (HK & Kowloon Area) Individual Girls B Grade Sabre  | Champion   |
|                     | AS Watson Group Hong Kong Student Sports Awards 2023/24  | Award  |
|                     | HKSSF China, HK and Kowloon Secondary Schools Regional Committee Inter-School Athletics Competition 2023/24 Div.III (Area 1)<br>- Girls A Grade Javelin<br>- Girls B Grade 100m Hurdle<br>- Girls B Grade 4x400m Relay                                 | 4 <sup>th</sup> position<br>2 <sup>nd</sup> position<br>2 <sup>nd</sup> position   |
|                     | Grantham Outstanding Student Athletes Awards 2023/24   | Outstanding Athlete (Fencing)  |
|                     | 善德基金會傑出青少年運動員選擇 2024   | 獲獎   |
|                     | Inter-School Volleyball Competition 2023/24 Div. III (K1) Girls B Grade  | 4 <sup>th</sup> position   |
| Arts                | 2023 Hong Kong Youth Artist Competition  | 2 <sup>nd</sup> Runner-up  |
|                     | 2023 "Celebration of Return: I Love the Palace Museum" Youth Tour and On-site Painting Competition (Senior Form)   | Gold Award   |
|                     | "Control of Obscene and Indecent Articles Ordinance" Slogan and Colouring Competition 2023   | Merit  |

| Nature          | Competition / Activity  | Achievements  |
|-----------------|---|---|
| Arts<br>(Cont') | 第十屆「阿爸阿媽食飯喇」校際烹飪比賽  | 嘉許獎   |
|                 | Parents-Children Creative Competition Selection – Young Together 2023   | Merit (4)   |
|                 | « Jeune Pinceau » International Young Artist Competition 2023   | PRIX DU TALENT «JEUNE PINCEAU»  |
|                 | 無毒「郵」心起 2023/24 郵票設計比賽  | 最具創意獎   |
|                 | 13 <sup>th</sup> World Children Art Awards  | Excellence Award  |
|                 | 60 <sup>th</sup> Schools Dance Festival – Chinese Dance of Secondary Section (Group Dance)  | Highly Commended Award  |
|                 | 60 <sup>th</sup> Schools Dance Festival – Chinese Dance of Secondary Section (Solo Dance)   | Highly Commended Award  |
|                 | 60 <sup>th</sup> Schools Dance Festival (Competition)   | Commended Prize   |
|                 | Hong Kong Inter-School Choral Festival 2024   | Silver Award  |
|                 | 惜水大使計劃 2023/24 - 惜水料理達人挑戰   | 傑出表現獎 (第四名)<br>優秀食譜獎  |
|                 | 76 <sup>th</sup> Hong Kong Schools Music Festival<br>- Graded Piano Solo - Grade 8<br>- Xylophone Solo - Secondary School<br>- Zheng Solo - Senior<br>- Piano Duet - Senior<br>- Graded Piano Solo - Grade 8<br>- Secondary School Choir- Foreign Language-Mixed voice-Second Division-Senior<br>- Zhongruan Solo - Intermediate Group<br>- Piccolo Solo - Secondary School - Age 16 or below<br>- Violin Solo - Grade 2<br>- Trumpet Solo - Secondary School - Beginner Group<br>- Alto Saxophone Solo - Secondary School - Beginner Group<br>- Graded Piano Solo - Grade 2<br>- Guitar Solo - Intermediate Group<br>- Cello Solo - Intermediate Group<br>- Graded Piano Solo - Grade 4<br>- Flute Solo - Secondary School - Beginner Group<br>- Graded Piano Solo - Grade 1 | Gold Award - Champion<br>Gold Award - 1 <sup>st</sup> Runner-up<br>Gold Award - 2 <sup>nd</sup> Runner-up<br>Silver Award - 1 <sup>st</sup> Runner-up<br>Silver Award (2)<br>Silver Award<br><br>Silver Award<br>Silver Award<br>Silver Award (2)<br>Silver Award<br>Silver Award<br><br>Silver Award<br>Bronze Award<br>Bronze Award<br>Bronze Award<br>Bronze Award<br>Bronze Award |
|                 | 全港青少年繪畫比賽 2024  | 全港青少年畫家優異獎 (4)  |
|                 | Mask Design Contest 2023/24: Say No to Discrimination!  | Selected Submission (2)   |
|                 | Your Story in Our Urban Forest Photography and Short Video Contest  | 1 <sup>st</sup> Runner-up<br>Public's Choice Award<br>Merit Award (2)   |
|                 | 第十六屆校園藝術大使計劃  | 入選校園藝術大使 (2)  |
|                 | CARTRefugee – Card Design Competition 2024  | Champion  |
| Service         | iTeen Leadership Programme for Senior Secondary School Students   | Gold Award (9)  |
|                 | 愛心行動獎   | 嘉許狀 (3)   |
|                 | The HKFYG 'Easy Volunteer' Volunteer Service Award  | Gold Award<br>Silver Award (11)<br>Bronze Award (28)  |

| Nature             | Competition / Activity  | Achievements   |
|--------------------|---|--|
| Service<br>(Cont') | The 2024 Kiwanis Community Services Award   | Award (2)  |
|                    | 全港中學學生會嘉許計劃 2023/24   | 優異學生會<br>價值觀教育活動計劃嘉許大獎<br>可持續發展活動計劃嘉許大獎  |
| Scholarship        | 悅逸獎學金 (中學組)   | 熱心服務獎<br>力爭上游最顯著進步獎<br>自強不息優秀表現獎   |
|                    | Rev. Joseph Carra Memorial Education Grant for Secondary 4-6 Students   | Award  |
|                    | Sir Robert Black Trust Fund-Grants for Talented Students in Non-academic Fields 2023-2024   | Selected Students  |
| Others             | Don Bosco Prize   | Award  |
|                    | Youth Arch Student Improvement Award  | Award (20)   |
|                    | The 17 <sup>th</sup> Wong Tai Sin Outstanding Students' Selection<br>- Junior High School Category<br>- Senior High School Category | Excellent Student<br>Excellent Student<br>Outstanding Performance in Sports and Arts Award |
|                    | 2023 第七屆全港青少年進步獎  | 進步嘉許獎 (3)  |

## Appendix 2. Spending for Diversity Learning Grant (DLG)

| Domain                     | Programme   | Objective(s)  | Targets                           | Duration          | Deliverables  | Evaluation   | Expenditure   |  |                       |
|----------------------------|---|---|-----------------------------------|-------------------|---|--|---|--|-----------------------|
| Core Subjects              | Chinese Language Enhancement programme (Paper 2)  | To offer high-order thinking skill training for average to higher-ability students              | 48 Students (S6) (paper 2)        | 4 times           | Selected students will be enhanced in different answering techniques. | 55% submission rate of writings.   | Enhancement programme in Chinese: \$15,500.00                   |  |                       |
|                            | Chinese Language Enhancement programme (Paper 1)  |   | 40 Students (S5) (paper1)         | 5 Sessions        |   | More than 80% of the students give positive feedback to the course.<br><br>The quality of tutors was positive. |   |  |                       |
| Individual gifted students | Support individual gifted students to attend gifted programs, workshops, courses and activities held by the GE team or outside school | To enable students to acquire diversified learning opportunities in different gifted programmes | More than 350 students (S2 to S6) | Whole school year | Students will be nominated to join gifted programs and competitions   | <b>Gifted Programmes:</b>  |   | Sponsorship for students who attend gifted programmes: \$66,330.00 |                       |
|                            |   |   |                                   |                   |   | 1  | LINK Sustainability Lab Tour                                    |  | 19/9/2023             |
|                            |   |   |                                   |                   |   | 2  | Activity Day: STEM in PE (Experiential Learning Program - Golf) |  | 29/1/2024 (S4)        |
|                            |   |   |                                   |                   |   | 3  | Annual General Meeting  |  | 16/11/2023            |
|                            |   |   |                                   |                   |   | 4  | Chinese Medicine Workshop (2 Sessions)                          |  | 30/11/2023, 7/12/2023 |
|                            |   |   |                                   |                   |   | 5  | Chinese Language Elite Alumni Sharing                           |  | 7/12/2023             |
|                            |   |   |                                   |                   |   | 6  | Gifted Program @ Ocean Park                                     |  | 23/12/2023, 9/3/2024  |
|                            |   |   |                                   |                   |   | 7  | Morning Assembly Sharing  |  | 23/2/2024             |
|                            |   |   |                                   |                   |   | 8  | Meeting with Senior Sister                                      |  | 7/3/2024              |
|                            |   |   |                                   |                   |   | 9  | Paleontology Workshop   |  | 14/3/2024, 21/3/2024  |
|                            |   |   |                                   |                   |   | 10   | Forensic Anthropology Workshop                                  |  | 18/4/2024             |
|                            |   |   |                                   |                   |   | 11   | "Secrets of Perfume" Themed Workshop                            |  | 25/4/2024, 2/5/2024   |
|                            |   |   |                                   |                   |   | 12   | E-Farm Biotech Tour   |  | 24/6/2024             |
|                            |   |   |                                   |                   |   | 13   | Dare to Dream: Unleashing Creative Imagination                  |  | 25/6/2024             |
|                            |   |   |                                   |                   |   | 14   | Chinese Language Elite Alumni Sharing                           |  | 2/7/2024              |
|                            |   |   |                                   |                   |   | 15   | AI-Powered Illustration and Career Discovery Workshop           |  | 3/7/2024              |
|                            | Support individual gifted student to attend gifted programs in travelling fee   |   |                                   |                   |   |  |   |  |                       |
|                            | Support individual gifted student to participate in competitions in material and travelling fee                                       |   |                                   |                   |   |  |   |  |                       |

| Domain  | Programme  | Objective(s)   | Targets      | Duration          | Deliverables  | Evaluation   | Expenditure                                       |   |
|---|--|--|--------------|-------------------|---|--|---|---|
| Individual gifted students (Cont.)            |  |  |              |                   |   | Achievements:  |   |   |
|   |  |  |              |                   |   | 1  |   | 3 students enrolled to the Hong Kong Academy for Gifted Education.  |
|   |  |  |              |                   |   | 2  |   | 2 students finished the Winter Program for the Gifted and Talented (CUHK) 2023Wp-S28 (Exploring the Universe).                            |
|   |  |  |              |                   |   | 3  |   | 2 students finished HKUST Dual Program 2023 (Mathematics and Physics).  |
|   |  |  |              |                   |   | 4  |   | 1 student obtained the HKAGE membership of “Principal’s Nomination” Invitation of Hong Kong Academy for Gifted Education.                 |
|   |  |  |              |                   |   | 5  |   | 1 student was nominated to join ‘Together, we Flourish!– a community youth mental health initiative program’ and obtained the membership. |
| Over 85 % of students show positive feedback. |  |  |              |                   |   |  |   |   |
| Promotion of gifted education                 | Promote the significance of gifted education to the whole school | To enable students to acquire the latest information on gifted education   | Whole school | Whole school year | Introduce different gifted programs to the whole school | Through the nomination of different competitions and activities, more teachers and students acquire the latest information on gifted education.  | Material for promoting gifted education: \$198.00 |   |
| Applied Learning                              | DSE (Category B) Applied Learning                                | To provide applied learning courses for DSE 2025 and 2026                  | S5-6         | Whole school year | Students who enrolled in Applied Learning               | Applied Learning Courses enrolled:<br>Animal Care<br>Child Care and Education<br>Child Care and Education<br>Computer Game and Animation<br>Health Care Practice<br>Law Enforcement in Hong Kong<br>PR and Multimedia Communication<br>Practical Chinese<br>Practical Psychology<br>Taking a Chance on Dance | 185,405.00  |   |
| Other Language                                | DSE (Category C) Other Language<br>Japanese<br>French<br>Korean  | To provide language courses for students who sit for language examinations | S4-6         | Whole school year | Students who enrolled in Other Language                 | All courses are completed  | 43,000.00   |   |

### Appendix 3. Spending for NCS Grant

#### Income

| Item           | Amount (\$)    |
|----------------|----------------|
| Balances b/f   | \$ 557,858.31  |
| Grant Received | \$ 858,130.00  |
| Total          | \$1,415,988.31 |

#### Expenditure

| Item   | Amount (\$)   |
|--|---------------|
| 1. To employ Contract Teacher to provide intensive program on learning Chinese Language for NCS students           | \$ 652,405.00 |
| 2. Teaching materials  | \$ 1378.00    |
| 3. To hire external tutors to provide tailor-made classes to enhance the NCS students' motivation to learn Chinese | \$ 30,440.00  |
| 4. To organize a Multicultural Day   | \$47,500.00   |
| Total Expenditure  | \$ 731,723.00 |

#### Balance

\$ 1,415,988.31 - \$ 731,723.00 = \$ 684,265.31



#### Appendix 4. Spending for School-based After-School Learning and Support Programmes Grant (SBG)

|  |                               |                                   | <u>Income</u>      |
|--|-------------------------------|-----------------------------------|--------------------|
| Balances b/f                             |                               |                                   | \$119,400.00       |
| Grant Received                           |                               |                                   | \$113,400.00       |
|  |                               |                                   | <hr/> \$232,800.00 |
| <u>Activities/Courses</u>                | <u>No. of target students</u> | <u>No. of non-target students</u> | <u>Expenditure</u> |
| Pre-S1 Summer English Bridging Programme | 20                            | 6                                 | \$6,552.00         |
| Chinese Instrumental Classes             | 2                             | 1                                 | \$11,560.00        |
| Enrichment Courses                       | 10                            | 0                                 | \$1,674.00         |
| Study Tours                              | 26                            | 15                                | \$73,002.00        |
| Japanese Club                            | 0                             | 1                                 | \$890.00           |
| Spanish Club                             | 0                             | 1                                 | \$640.00           |
|  |                               |                                   | <hr/> \$94,318.00  |
| Balance c/f                              |                               |                                   | <hr/> \$138,482.00 |

60 students were subsidized by the grant. They could further develop their potential and interests through participating in various activities.

## Appendix 5. Spending for Learning Support Grant (LSG)

### Income

| Item   |     | Amount (\$)  | Remarks  |
|--|-----|--------------|--|
| Surplus allowed to be retained at the end of the last financial year (i.e. as at 31 March) | (a) | \$70,496.61  |  |
| The 1 <sup>st</sup> allotment in the 2023/24 school year                                   | (b) | \$187,770.00 | The 1 <sup>st</sup> allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.  |
| The 2 <sup>nd</sup> allotment in the 2023/24 school year                                   | (c) | \$206,705.00 | The 2 <sup>nd</sup> allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively. |
| Total income (d)<br>= (a) + (b) + (c)  |     | \$464,971.61 |  |

### Expenditure

| Item   |  | Amount (\$)  | Remarks   |
|--|--|--------------|---|
| 1. Employ additional full-time and /or part-time teachers  |  | \$0.00       | The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 6/2019. |
| 2. Employ additional TAs   |  | \$204,355.75 |   |
| 3. Hire professional services  |  | \$100,800.00 |   |
| 4. Purchase teaching resources and aids  |  | \$0.00       |   |
| 5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities |  | \$59,050.00  |   |
| Subtotal   |  | \$364,205.75 |   |
| Total Expenditure (e)  |  | \$364,205.75 |   |

### Balance

| Item  | Amount (\$)  | Remarks   |
|---|--------------|---|
| Estimated accumulated surplus by the end of this financial year<br>(f) = (d) – (e)          | \$100,765.86 | The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students ( <b>i.e. schools should avoid having a surplus in item (f) when planning the budget of LSG as far as possible</b> ). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circular No.6/2019. |
| Percentage of surplus to this financial years' provision (%)<br>(g) = (f) / [(b) +(c)]x100% | 25.5%        |   |

## Appendix 6. Spending for Promotion of Reading Grant

### Major objectives:

- To extend students' horizons and enrich their reading scopes with eReading materials on current affairs and contemporary worldwide issues.
- To enhance students' language proficiency in both English and Chinese and their mastery of the integrated skills in both languages.
- To support senior form students in the preparation of HKDSE with reading materials and practice papers equipped with the eReading platforms.

Balance b/f from 2022/23 was **\$20,539.81**

Current year: **\$65,198.00** (*Education Bureau Circular Memorandum No. 127/2023 ; Ref: (2) in EDB(CR/SL)/1-50/1(1) issued on 11<sup>th</sup> September 2023*)

|              | Particulars   | Promotion of Reading Grant 2023-2024 - \$85,737.81 |        |                               |                     | Balance            |
|--------------|---|--|--------|-------------------------------|---------------------|--------------------|
|              |   | Subject/Group                                      | Levels | Teacher-in-charge             | Actual Expenses     |                    |
| 1            | Annual subscription of eNewspaper for morning reading program: Quest for S2 & S3 and iNKY S4-S6 | English Language Panel & Reading Enhancement Team  | S1-S6  | Ms Natalie Leung & Ms Lisa Lo | \$53,126.50         | <b>\$8,873.50</b>  |
| 2.           | Annual subscription of Chinese eNewspaper for S4-S6 students                                    | Chinese Language Panel                             | S4-S6  | Ms Esther Chan                | \$7,971.60          | <b>\$183.60</b>    |
| 3.           | Annual subscription of book introductory videos for the promotion of reading by Ms Fan Kin-mui  | Reading Enhancement Team                           | S1-S6  | Ms Lisa Lo                    | ①\$0                | <b>\$9,600.00</b>  |
| <b>Total</b> |   |  |        |                               | <b>\$ 61,098.10</b> | <b>\$18,657.10</b> |

- ① *In considering the effectiveness of such promotional strategies of video promotion to market books and reading materials can be questionable when it comes to encouraging reading habits as the flashy videos may capture attention momentarily, they often fail to convey the depth and richness of the reading experience. Videos can oversimplify complex narratives, reducing them to mere summaries that may not accurately represent the content of a book. Besides, the copyright issue may add unforeseeable management problems when students can download the video leading to the breach of the copyright agreement. Therefore, with a concern on the wise spending of the funding while saving the school from legal liability, the Team had not procured the videos.*

## Appendix 7. Spending for Capacity Enhancement Grant (CEG) and Teacher Relief Grant (TRG)

### Spending for Capacity Enhancement Grant (CEG)

| Task Area          | Major Areas of Concern        | Strategies/Tasks                                  | Time Scale                   | Amount of Spending (\$)       |
|--------------------|-------------------------------|---|------------------------------|-------------------------------|
| School Development | To relieve teachers' workload | To employ teaching assistants to support teachers | September 2023 – August 2024 | Actual expenses: \$653,773.78 |
|                    | Total                         |   |                              | \$653,773.78                  |

### Spending for Teacher Relief Grant (TRG)

| Task Area              | Major Areas of Concern                                 | Strategies/Tasks  | Time Scale                   | Amount of Spending (\$)         |
|------------------------|--|---|------------------------------|---------------------------------|
| Curriculum Development | To enhance the efficient use of the manpower resources | To employ teachers, assistant teachers and teaching assistants to enhance learning and teaching | September 2023 – August 2024 | Actual expenses: \$4,279,759.34 |
|                        | To substitute lessons for teachers on leave            | To employ supply teachers   | September 2023 – August 2024 | Actual expenses: \$45,900.00    |
|                        | Total  |   |                              | \$4,325,659.34                  |

## Appendix 8. Spending for Life-wide Learning Grant (LWLG)

### Category 1: To organise/participate in life-wide learning activities

| No. | Name, Brief Description and Objective of the Activity  | Date       | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain            | Evaluation Results  | Essential Learning Experiences  |   |   |   |   |  |
|-----|--|------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-------------------|---|---|---|---|---|---|--|
|     |  |            | Level           | Number of Participants |                      |                                 |                     |                   |   | I   | V | P | S | C |  |
|     |  |            |                 |                        |                      |                                 |                     |                   |   | I: Intellectual Development<br>(closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |  |
| 1.1 | <b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing students positive values and attitudes |            |                 |                        |                      |                                 |                     |                   |   |   |   |   |   |   |  |
| 1   | <u>Biology Life-wide Learning Activity for S4- Woodland Ecologists Coach bus rental fee Course fee</u><br>To help students understand biodiverse and woodland ecosystems. To let students carry out an ecological field study in woodland.   | 11/11/2023 | S4              | 33                     | \$13,900.00          | \$421.21                        | E6,E2               | Science           | Students were engaged in the activity in spite of the heavy rain. Most of them agreed that they learned more about the forest and scientific investigation. | ✓   | ✓ |   |   |   |  |
| 2   | <u>Chemistry Sik Sik Yuen Biotechnology MobileLab Program</u><br>To help students link up across science theory and experiments practical tasks  | 4/7/2024   | S5              | 46                     | \$13,000.00          | \$282.61                        | E1                  | Science           | More than 80% of students rated the activity is good or above.  | ✓   |   |   |   |   |  |
| 3   | <u>Chemistry Transportation fee for Visit to “CLP Power Low Carbon Energy Education Centre” for S5 students</u><br>To help students learn about the importance of low-carbon energy in addressing the challenge of climate change.   | 21/2/2024  | S5              | 30                     | \$620.00             | \$13.48                         | E2                  | National Security | More than 80% of students rated the activity is good or above.  | ✓   |   |   |   |   |  |
| 4   | <u>中史本地歷史考察</u><br>To boost their interest in learning Chinese History and explore culture through study tour.   | 6/2024     | S4-S5           | 42                     | \$2,840.00           | \$67.60                         | E1                  | National Security | 沙頭角文化古蹟遊:本校高中同學在六月二十四日到沙頭角及香港鐵路博物館進行考察，加深對香港歷史的認識。  | ✓   |   |   |   |   |  |

| No. | Name, Brief Description and Objective of the Activity  | Date       | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain   | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|--|------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|--|---|--|---|---|---|---|
|     |  |            | Level           | Number of Participants |                      |                                 |                     |  |   | I  | V | P | S | C |
|     |  |            |                 |                        |                      |                                 |                     |  |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 5   | 中文中華文化主題戲偶劇<br>To inspire students to understand the philosophy of Zhuangzi  | 11/10/2023 | S5              | 99                     | \$4,900.00           | \$49.50                         | E1                  | Chinese Language                                       | Students enjoyed the drama and understood the philosophy of Zhuangzi.   | ✓  |   |   |   |   |
| 6   | English Activity Day- Irish Cultural Day<br>To let students understand the culture of another country.   | 11/10/2023 | S3              | 101                    | \$10,000.00          | \$99.01                         | E1                  | English Language                                       | Students learnt about the culture of Ireland.   | ✓  | ✓ |   |   |   |
| 7   | Economic Transport subsidy for the Visit to the HK Monetary Authority<br>To enrich students’ knowledge about the work of the HKMA and the development of money and banking in Hong Kong  | 2/5/2024   | S5              | 25                     | \$0.00               | \$0.00                          | E2                  | Cross-Disciplinary (Others)                            | Due to the time constraint, the visit could not be arranged on the activity day.  | ✓  |   |   |   |   |
| 8   | Life and Society Transport subsidy (single trip) for the guided visit to the Court of Final Appeal<br>To enhance students’ understanding of the principles and importance of the rule of law, in particular the judicial independence and the power of final adjudication as well as appreciation of the architectural value of the declared monument of HKSAR   | 6/2024     | S2A             | 34                     | \$900.00             | \$26.47                         | E2                  | Constitution & Basic Law (National Security Education) | 94.1% of students gave 4 or 5/5 points with the rest being 3/5 that the visit had enhanced their understanding of the judicial system of Hong Kong. | ✓  | ✓ |   |   | P |
| 9   | Transport subsidy for the Digital Financial Management Tour – City Orientation via EduVenture @ Yau Tsim Mong co-organized with HKFWS<br>To give students a hands-on experience of the financial institutions in Yau Tsim Mong that are the signature and landmarks for the development of Hong Kong as an international financial centre while enhancing their awareness of the important of proper personal financial management as well as media literacy of the promotion tactics practised online | 7/10/2023  | S1              | 129                    | \$0.00               | \$0.00                          | E2                  | Cross-Disciplinary (Others)                            | The tour was cancelled due to the emerging weather condition - approaching of typhoon.  | ✓  | ✓ |   |   |   |

| No. | Name, Brief Description and Objective of the Activity   | Date                                      | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain   | Evaluation Results   | Essential Learning Experiences   |   |   |   |   |
|-----|---|---|-----------------|------------------------|----------------------|---------------------------------|---------------------|--|--|--|---|---|---|---|
|     |   |   | Level           | Number of Participants |                      |                                 |                     |  |  | I  | V | P | S | C |
|     |   |   |                 |                        |                      |                                 |                     |  |  | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 10  | <u>Transport subsidy for guided visit to the Legislative Council</u><br>To enhance the understanding of the work of the Legislature among students, in particular the law-making processes.   | 11/10/2023 &<br>21/11/2023 &<br>21/2/2024 | S2              | 120                    | \$2,700.00           | \$22.50                         | E2                  | Constitution & Basic Law (National Security Education) | In encountering the Legislators, Hon Liao Cheung-kong and Hon Edmund Wong,100% of students gave 3-5/5 points agreeing their knowledge about the functions of the LegCo has been enhanced | ✓  | ✓ |   |   | ✓ |
| 11  | <u>Transport subsidy for visit to the Judiciary for the 2024 Prosecution Week</u><br>To enhance students’ understanding of the principles and importance of the rule of law and the criminal law procedures   | 6/2024                                    | S2              | 36                     | \$0.00               | \$0.00                          | E2                  | Constitution & Basic Law (National Security Education) | Department of Justice did not arrange the tour for school visits in the current year   | ✓  | ✓ |   |   | ✓ |
| 12  | <u>Fee for speaker on Law and Rule of Law</u><br>Speaking on the topic ' Internet Related Crime', Mr James Lau, lawyer from the Law Society of Hong Kong, will enhance students' awareness of cybercrimes and their legal and moral liabilities and obligations. Students will also be informed of the duties and career-related information of solicitors. | 21/11/2023                                | S1, S2 & S5     | 500                    | \$0.00               | \$0.00                          | E1                  | Constitution & Basic Law (National Security Education) | Hong Kong Law Society provided the seminar for fees for school with our successful application   | ✓  | ✓ |   |   | ✓ |
| 13  | <u>Speaker on National Security Education and the Basic Law</u><br>To enhance students' understanding of the National Security Law and the Basic Law.   | 6/2024                                    | S1-S5           | 500                    | \$0.00               | \$0.00                          | E1                  | Constitution & Basic Law (National Security Education) | The talk was provided for free by the Registration & Electoral Office of the HKSAR Government.   | ✓  | ✓ |   |   | ✓ |

| No. | Name, Brief Description and Objective of the Activity   | Date                 | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|---|----------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|---|--|---|---|---|---|
|     |   |                      | Level           | Number of Participants |                      |                                 |                     |                             |   | I  | V | P | S | C |
|     |   |                      |                 |                        |                      |                                 |                     |                             |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 14  | <u>Local study tour - Chronicles of life in early Hong Kong: Be salt and light 鹽與光之行: 西方宗教走進客家族群 (In collaboration with Chinese History, ERE, History &amp; V.A. Departments)</u><br>To enable students to learn and have hands-on experience of the early primary industry in Hong Kong - salt making and its relationship with the traditional culture of Hakka as well as the spread and localization of catholic amongst local villagers. Students can also understand the harmonious coexistence of various groups of people in Hong Kong. | 25/3/2024            | S2              | 120                    | \$33,128.00          | \$276.07                        | E1                  | Cross-Disciplinary (Others) | Survey results from the questionnaires were encouraging. 98% of students agreed that they had learnt the special architectural features of the tilted houses of the Tanka while 92% of them agreed that the tour could help them better understand the traditions of fishing villages in Hong Kong. 92% of them agreed that they had a better knowledge of the sustainable development of heritage, i.e. Tai O Police Station turned hotel, after the tour.   | ✓  | ✓ |   |   |   |
| 15  | <u>Geography Field Studies Camp for S.4 and S.5 students</u><br>To help students understand and practice the fieldwork skills   | 19/9/2023, 20/9/2023 | S4-S5           | 44                     | \$5,172.80           | \$117.56                        | E1, E2              | Geography                   | The 2-day residential field studies training camp was successfully held in September 2023. 78.8% of students agreed that the programme could deepen their understanding of geographical concepts. 82.7% of students responded that the design of the worksheets could help them learn the field studies skills effectively. 88.5% of students agreed that the tutors could explain the tasks and concepts clearly. 78.4% of students also agreed that the training programme was useful in developing their fieldwork skills to tackle the DSE questions. The overall rating of the programme was satisfactory as 74% of students ranked 7 to 10 out of 10. | ✓  | ✓ |   |   |   |



| No. | Name, Brief Description and Objective of the Activity  | Date       | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                    | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|--|------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|---------------------------|---|--|---|---|---|---|
|     |  |            | Level           | Number of Participants |                      |                                 |                     |                           |   | I  | V | P | S | C |
|     |  |            |                 |                        |                      |                                 |                     |                           |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 16  | <u>S4 &amp; 5 Native Freshwater Turtles Education Programme</u><br>To understand the fluvial landforms   | 21/11/2023 | S4-S5           | 44                     | \$1,950.00           | \$44.32                         | E2                  | Geography                 | Students could increase their awareness of conserving the freshwater habitats by participating in the clean-up activity. They could also understand the characteristics of freshwater habitat and their species.              | ✓  | ✓ |   | ✓ |   |
| 17  | <u>Subsidy for transport fee of S4 Visit to Stephen Hui Geological Museum</u><br>To deepen their understanding of the formation of rocks in Hong Kong                        | 3/4/2024   | S4              | 27                     | \$850.00             | \$31.48                         | E2                  | Geography                 | The visit was changed to visit to Lai Chi Kok Drainage Tunnel as the teaching schedule is behind the planned schedule. Students had deepened their understanding of the hard strategies used to tackle flooding in Hong Kong. | ✓  |   |   |   |   |
| 18  | <u>History Virtual Kowloon Walled City Story Tour × Physical Historical Data Collection Skills Workshop</u><br>To help students acquire skills of historical data collection | 29/1/2024  | S3              | 52                     | \$18,000.00          | \$346.15                        | E1                  | History                   | Students found the workshop and virtual tour interesting. The workshop has aroused their interest in the history of Kowloon Walled City.  | ✓  |   |   |   |   |
| 19  | <u>History Tram Tour: 叮叮一趟香港百年之旅</u><br>To introduce the transportation history of Hong Kong   | 26/6/2024  | S1-S3           | 13                     | \$7,500.00           | \$576.92                        | E1                  | History                   | Students enjoyed the tram tour and gained a better understanding of the history of local transportation.  | ✓  |   |   |   |   |
| 20  | <u>History Talk: 認識文化百態代入各種人生</u><br>To help students learn the history of local districts and its relationship with Japan   | 11/10/2023 | S2              | 86                     | \$4,000.00           | \$46.51                         | E1                  | Moral and Civic Education | Students found the talk very interactive and they engaged in the tasks of the talk actively.  | ✓  |   |   |   |   |

| No. | Name, Brief Description and Objective of the Activity  | Date           | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|--|----------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|---|--|---|---|---|---|
|     |  |                | Level           | Number of Participants |                      |                                 |                     |                             |   | I  | V | P | S | C |
|     |  |                |                 |                        |                      |                                 |                     |                             |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 21  | <u>History Talk: 從文物看二戰的香港：第二次世界大戰與香港</u><br>To help students learn the historical development of HK during WWII   | 14/5/2024      | S3              | 100                    | \$1,500.00           | \$15.00                         | E1                  | History                     | The talk was informative and the students were interested in the collection of items related to HK during the Second World War. | ✓  |   |   |   |   |
| 22  | <u>Coach fee for training athletes for preparing the Sports Day</u><br>To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance | 9-11/2023      | S1-6            | 198                    | \$21,000.00          | \$106.06                        | E5                  | Physical Education          | It would enhance the skills of students to participate in the events on the Sports Day.   |  |   | ✓ |   |   |
| 23  | <u>ERE 我是主的羊-講座(中一)</u><br>To nurture their positive values and attitude to their own mission  | 1/2/2024       | S1              | 129                    | \$1,200.00           | \$9.30                          | E1                  | Value Education             | The activity was interesting and informative. There was positive feedback from students.  |  | ✓ |   |   |   |
| 24  | <u>ERE 男女大不同-講座(中二)</u><br>To nurture their positive values and attitude toward the sex relationship   | 24/1/2024      | S2              | 120                    | \$800.00             | \$6.67                          | E1                  | Value Education             | The activity was interesting and informative. There was positive feedback from students.  |  | ✓ |   |   |   |
| 25  | <u>Forensic Science workshop</u><br>To help students gain insights into the basics of Forensic Science through various activities  | 29/4/2024      | S1              | 129                    | \$24,900.00          | \$193.02                        | E1, E5              | Science                     | Students have participated actively.  | ✓  |   |   |   |   |
| 26  | <u>Food Science workshop</u><br>To help students gain insights into the basics of Food Science by doing experiments  | 29/4/2024      | S2              | 120                    | \$24,900.00          | \$207.50                        | E1, E5              | Cross-Disciplinary (Others) | Students have participated actively.  | ✓  |   |   |   |   |
| 27  | <u>Transportation subsidies for visits/learning activities</u><br>To travel outside school for some learning activities  | 11/2023-7/2024 | S4-5            | 43                     | \$3,185.00           | \$74.07                         | E2                  | Cross-Disciplinary (Others) | The grant could facilitate students to travel from the school to the venue of various activities.                               | ✓  |   |   |   |   |

| No. | Name, Brief Description and Objective of the Activity  | Date       | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|--|------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|---|--|---|---|---|---|
|     |  |            | Level           | Number of Participants |                      |                                 |                     |                             |   | I  | V | P | S | C |
|     |  |            |                 |                        |                      |                                 |                     |                             |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 28  | <u>Fees for visits/learning activities</u><br>To extend students' learning outside classrooms  | 21/11/2023 | S5              | 19                     | \$2,040.00           | \$107.37                        | E6                  | Cross-Disciplinary (Others) | Students learnt and understood the characteristics of organic farming, aquaponics and hydroponics. The feedback from students was positive. | ✓  | ✓ |   |   |   |
| 29  | <u>VA 中四至中六選修學生參觀展覽交通費</u><br>為配合學校教學目標關注事項，本科將不定期帶學生出外參觀展覽，以期擴闊學生的視野，本年度共舉行了兩次參觀校外展覽。其中參觀理工大學設計系作品展需乘坐旅遊巴士前往  | 7/9/2023   | S4-S6           | 36                     | \$970.00             | \$26.94                         | E2                  | Arts (Visual Arts)          | 學生投入專注  | ✓  |   |   |   |   |
| 30  | <u>Academic Enhancement Generic Skills Development Program – Learning styles &amp; Learning strategies</u><br>To help pre-S1 students understand their own learning style (Visual, Auditory, Read/Write or Kinesthetic) and learn how to combine different learning strategies to enhance their learning effectiveness | 9/2023     | S1              | 129                    | \$22,000.00          | \$170.54                        | E1                  | Cross-Disciplinary (Others) | Students found that the program was useful since it could help them adapt to new secondary school life and acquire new learning strategies. | ✓  |   |   |   |   |
| 31  | <u>Academic Enhancement Generic Skills Development Program – Graphic organiser &amp; Memory skills</u><br>To help students understand how to select and summarize information in an organized manner by using different graphic organizers   | 10/2023    | S1              | 129                    | \$21,000.00          | \$162.79                        | E1                  | Cross-Disciplinary (Others) | Students found that the program was useful because they learnt how to use graphic organizers to take notes and improve their memories.      | ✓  |   |   |   |   |

| No. | Name, Brief Description and Objective of the Activity   | Date           | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain   | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|---|----------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|--|---|--|---|---|---|---|
|     |   |                | Level           | Number of Participants |                      |                                 |                     |  |   | I  | V | P | S | C |
|     |   |                |                 |                        |                      |                                 |                     |  |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 32  | <u>Gifted Education Team STEM IN PE</u><br>Enable students to experience the benefits of using technology and applications in sports  | 11/10/2023     | S1              | 128                    | \$17,600.00          | \$137.50                        | E6                  | Gifted Education                                     | The teacher's feedback was positive, and the teacher observed that the students generally enjoyed the activity, and the activity was able to achieve the intended learning objectives.  | ✓  |   |   |   |   |
| 33  | <u>IT in Education Media and Information workshop for students and post-exam new media talk</u><br>To enable students to stay vigilant towards content farms, fake news and cyberbullying while learning to master the strategies to protect themselves from being victims of such online traps | 11/2023-6/2024 | S1-S5           | 567                    | \$11,820.00          | \$20.85                         | E1                  | National Security and information and media literacy | Results from the questionnaire survey were encouraging as the positive feedback reflected the effectiveness of the visit and talk on students' media literacy education and their positive and proper value formation in regard to media literacy. Students had not only learnt the importance of fact-checking in news production but they also had a better understanding of the production of documentaries/features. Having a close encounter with the news anchor and documentary director in person, 98.4% of the students agreed that they had a better understanding of the ethical and moral principles upheld by the journalists and news producers. In their sharing, they appreciated and were astonished by the extended time needed for the production team to prepare and produce each show and such experience would definitely inculcate in them respectful manners towards media workers and each piece of news released. | ✓  | ✓ |   |   |   |

| No. | Name, Brief Description and Objective of the Activity  | Date             | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results   | Essential Learning Experiences   |   |   |   |   |
|-----|--|------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|--|--|---|---|---|---|
|     |  |                  | Level           | Number of Participants |                      |                                 |                     |                             |  | I  | V | P | S | C |
|     |  |                  |                 |                        |                      |                                 |                     |                             |  | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 34  | <u>Coach fee for Library Prefects’ visit to the University Library /HKPL Central Library</u><br>To enable students to understand the operation and management of the libraries in tertiary institutions  | 4/2024           | S1-S5           | 30                     | \$0.00               | \$0.00                          | E2                  | Cross-Disciplinary (Others) | It could not be conducted due to a clash of schedules with students on activity day and weekends.                                      |  | ✓ |   |   | ✓ |
| 35  | <u>Literary landscape field study @ Central District by author and writing coach for S4A (2 groups)</u><br>Through landscape appreciation and descriptive writing of the places, students learn the beauty of Chinese culture realized in our daily life | 29/1/2024        | S4              | 31                     | \$0.00               | \$0.00                          | E1                  | Cross-Disciplinary (Others) | The literary landscape tour had been cancelled due to a time clash for the activities conducted on activity day                        | ✓  |   |   |   | ✓ |
| 36  | <u>STEAM Workshops for whole day activities day / Post exam (act 1)</u><br>To arouse the interest of students in the STEAM fields  | Post exam period | S1              | 129                    | \$0.00               | \$0.00                          | E1                  | Cross-Disciplinary (STEM)   | We found a service provider for the activity that has sponsorship and hence the activity was free of charge.                           | ✓  |   |   |   |   |
| 37  | <u>STEAM Workshops for whole day activities day / Post exam (act 2)</u><br>To arouse the interest of students in the STEAM fields  | Post exam period | S3              | 100                    | \$21,700.00          | \$217.00                        | E1                  | Cross-Disciplinary (STEM)   | Students enjoyed the activity which included a visit to the STP and numerous STEM workshops.   | ✓  |   |   |   |   |
| 38  | <u>Cambridge Occupational Analysts Annual License Fee</u><br>To help students understand their career interests for subject selection  | Whole year       | S3              | 100                    | \$2,200.00           | \$22.00                         | E8                  | Cross-Disciplinary (Others) | All students completed the Probe Test during lessons. It helped students understand their career interests for future career planning. |  |   |   |   | ✓ |
| 39  | <u>Transport subsidy for the visit to “The Mills”</u><br>To help students understand the development and transformation of Hong Kong economy   | 21/2/2024        | S3              | 99                     | \$2,900.00           | \$29.29                         | E2                  | Cross-Disciplinary (Others) | 98.9% of students were satisfied with the visit.   | ✓  |   |   |   | ✓ |

| No. | Name, Brief Description and Objective of the Activity   | Date                              | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|---|-----------------------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|---|--|---|---|---|---|
|     |   |                                   | Level           | Number of Participants |                      |                                 |                     |                             |   | I  | V | P | S | C |
|     |   |                                   |                 |                        |                      |                                 |                     |                             |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 40  | <u>Transport subsidy for company visits</u><br>To help students understand their career interests and build up their confidence in future studies and careers                                     | Whole year                        | S3-S5           | 318                    | \$0.00               | \$0.00                          | E2                  | Cross-Disciplinary (Others) | Not successfully held in the year.  | ✓  |   |   |   | ✓ |
| 41  | <u>Social Simulation Game</u><br>To help students understand themselves and equip themselves for life planning  | 29/1/2024                         | S5              | 99                     | \$4,000.00           | \$40.40                         | E1                  | Cross-Disciplinary (Others) | 97.8% of students were satisfied with the activity.   | ✓  | ✓ |   |   | ✓ |
| 42  | <u>Career Exploration Game organized by the Career Sparkle of St.James Settlement</u><br>To help students explore their career interests and build up their confidence in choosing future careers | 06/2024                           | S4              | 96                     | \$15,886.00          | \$165.48                        | E1                  | Cross-Disciplinary (Others) | Students showed great interest in the career exploration game. They had a highly-simulated experience in various fields of careers. |  |   |   |   | ✓ |
| 43  | <u>Guest Speaker Fee for organizing Talk on multiple pathways (Guest speaker fee)</u><br>To provide talks on strategies for choosing appropriate programmes for JUPAS and Non-JUPAS applications  | 09/2023                           | S6              | 90                     | \$0.00               | \$0.00                          | E1                  | Cross-Disciplinary (Others) | The guest speaker was waived because the talk was included in the Career Programme of Hok Yau Club.                                 |  |   |   |   | ✓ |
| 44  | <u>Traditional handicraft workshops</u><br>Nurture student’s interest in cultural heritage and deepen their understanding of Chinese traditional arts   | 2/2023 (4C&4D),<br>4/2023 (4A&4B) | S4              | 118                    | \$25,200.00          | \$213.56                        | E6                  | Moral and Civic Education   | The responses from students and teachers were positive.   |  | ✓ |   |   |   |
| 45  | <u>Responsibility Workshops</u><br>To enhance students’ awareness of personal, school, family and community responsibility  | 10/2023, 11/2023                  | S1-S2           | 249                    | \$44,000.00          | \$176.71                        | E6                  | Moral and Civic Education   | The workshops cultivated students’ caring spirit.   |  | ✓ |   |   |   |
| 46  | <u>Moral and Civic Education Team S4 Global Gender Inequality Workshops</u><br>To cultivate students’ caring spirit   | 4/2024 (4A&4B),<br>2/2024 (4C&4D) | S4              | 118                    | \$25,420.00          | \$215.42                        | E6                  | Moral and Civic Education   | The responses from students and teachers were positive.   |  | ✓ |   |   |   |

| No. | Name, Brief Description and Objective of the Activity  | Date             | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                    | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|--|------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|---------------------------|---|--|---|---|---|---|
|     |  |                  | Level           | Number of Participants |                      |                                 |                     |                           |   | I  | V | P | S | C |
|     |  |                  |                 |                        |                      |                                 |                     |                           |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 47  | Activities organized by the Moral and Civic Education Team during the Class Teacher Period<br>To help students develop positive value                            | 10/2023-6/2024   | S1-S6           | 657                    | \$8,860.00           | \$13.49                         | E6                  | Moral and Civic Education | Students agreed that the activities could help establish positive values. |  | ✓ |   |   |   |
| 48  | After-school or post-exam activities organized by the Moral and Civic Education Team<br>To help students develop positive value                                  | Post exam period | S2-S5           | 333                    | \$10,700.00          | \$32.13                         | E6                  | Moral and Civic Education | The responses from students and teachers were positive.                   |  | ✓ |   |   |   |
| 49  | Transportation Fee for post-exam activities organized by the Moral and Civic Education Team<br>For transportation purposes for students                          | Post exam period | S2-S5           | 0                      | \$0.00               | \$0.00                          | E2                  | Moral and Civic Education | No appropriate activities could be organized for students                 |  | ✓ |   |   |   |
| 50  | Fifty Square Feet<br>To enhance students’ awareness of teen in-work poverty and housing shortage   | 7/2024           | S2-S5           | 30                     | \$0.00               | \$0.00                          | E1                  | Moral and Civic Education | Activity was clashed with other activities                                |  | ✓ |   |   |   |
| 51  | Leadership Training Workshop HKFYG Leadership Institute<br>To enhance the leadership and self-confidence of the School Prefects and Big Sisters                  | 8/2023           | S4-S5           | 30                     | \$9,900.00           | \$330.00                        | E5                  | Leadership Training       | 100% of the students were satisfied with the Workshop                     |  | ✓ |   |   |   |
| 52  | Communication Skill Workshop Hong Kong Playground Association<br>To enhance the communication skills of the S.1 students.  | 9/2023           | S1              | 129                    | \$1,500.00           | \$11.63                         | E5                  | Values Education          | 100% of the students were satisfied with the Workshop                     |  | ✓ |   |   |   |
| 53  | Orientation Programme HKFYG Leadership Institute<br>To learn to be responsible, cooperative, considerate and preservative through participation of the programme | 9/2023           | S1              | 129                    | \$37,500.00          | \$290.70                        | E5                  | Value Education           | Teachers and students satisfied with the programme                        |  | ✓ |   |   |   |

| No. | Name, Brief Description and Objective of the Activity  | Date              | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain           | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|--|-------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|------------------|---|--|---|---|---|---|
|     |  |                   | Level           | Number of Participants |                      |                                 |                     |                  |   | I  | V | P | S | C |
|     |  |                   |                 |                        |                      |                                 |                     |                  |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 54  | <u>Sex Education Workshop End Child Sexual Abuse Foundation</u><br>To help students to build a proper attitude towards puberty, to enhance interpersonal skills with people of both genders, to learn to respect others and protect themselves from sexual abuse | 9/2023            | S1              | 129                    | \$2,580.00           | \$20.00                         | E5                  | Value Education  | Students knew more about the influence of causal sex and how to say "no" when facing sexual abuse.  |  | ✓ |   |   |   |
| 55  | <u>Service Learning Programme</u><br>To help students develop loving-kindness and show care to others  | 12/2023 - 05/2024 | S4              | 118                    | \$24,640.00          | \$208.81                        | E1, E2, E6          | Values Education | The service learning programme was successfully completed and students demonstrated loving-kindness and care to the service groups and also to their peers. |  | ✓ |   | ✓ |   |
| 56  | <u>Transport Subsidies for S4 Service Learning Programme</u><br>To support students to participate in the service learning activity  | 12/2023 - 05/2024 | S4              | 118                    | \$0.00               | \$0.00                          | E2                  | Values Education | The service area was close to our school, no transport was needed.  |  | ✓ |   | ✓ |   |
| 57  | <u>Sacrament of Reconciliation</u><br>To nurture the positive values and attitudes of students   | 23/2/2024         | S1-S6           | 40                     | \$1,500.00           | \$37.50                         | E5                  | Value Education  | The activity was meaningful and reflective to students.   |  | ✓ |   |   |   |
| 58  | <u>Salesian Youth Day</u><br>To stretch students’ potential and enhance the Catholic core values   | 24/2/2024         | S1-S6           | 42                     | \$2,788.00           | \$66.38                         | E2,E6               | Value Education  | The activity was meaningful, reflective and full of family spirit.  |  | ✓ |   |   |   |
| 59  | <u>Salesian Youth summer activities</u><br>To stretch students’ potential and enhance the Catholic core values   | 7/2024 - 8/2024   | S1-S6           | 3                      | \$2,760.00           | \$920.00                        | E6                  | Value Education  | The activity was meaningful, reflective and full of family spirit.  |  | ✓ |   |   |   |



| No. | Name, Brief Description and Objective of the Activity  | Date         | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain          | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|--|--------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------|---|--|---|---|---|---|
|     |  |              | Level           | Number of Participants |                      |                                 |                     |                 |   | I  | V | P | S | C |
|     |  |              |                 |                        |                      |                                 |                     |                 |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 60  | <u>Leadership training activity for the committee members of the Religious &amp; Spiritual Formation Team</u><br>To stretch students' leadership skills and enhance the sense of belonging to Catholic Society   | 7/10/2023    | S1-S6           | 17                     | \$1,760.00           | \$103.53                        | E2                  | Value Education | The activity was meaningful, reflective and full of family spirit.  |  | ✓ |   |   |   |
| 61  | <u>S1 Annual Retreat camp</u><br>To stretch students' potential and nurture their positive values and attitude   | 20-21/1/2024 | S1              | 23                     | \$8,949.40           | \$389.10                        | E1,E2,E5,E8         | Value Education | The activity was reflective and interesting. Students were prayerful.   |  | ✓ |   |   |   |
| 62  | <u>S2 &amp; S3 Annual Retreat Camp</u><br>To stretch students' potential and nurture their positive values and attitude  | 27-28/4/2024 | S2-S3           | 15                     | \$6,771.60           | \$451.44                        | E1,E2,E5,E8         | Value Education | The activity was reflective and interesting. Students were prayerful.   |  | ✓ |   |   |   |
| 63  | <u>S4 to S6 Annual Retreat Camp</u><br>To stretch students' potential and nurture their positive values and attitude   | 2-3/12/2023  | S4-S6           | 11                     | \$6,667.50           | \$606.14                        | E1,E2,E5,E8         | Value Education | The activity was reflective and interesting. Students were prayerful.   |  | ✓ |   |   |   |
| 64  | <u>指揮及導師費 for Chinese Orchestra</u><br>To coach and conduct Chinese Orchestra Performance in the Speech Day  | Whole year   | S1-S6           | 20                     | \$0.00               | \$0.00                          | E6                  | Arts (Music)    | It was cancelled as there were not enough students who participated in this activity.   |  |   | ✓ |   |   |
| 65  | <u>Choreograph My Own Dance Fee for the programmer</u><br>To lay the groundwork for developing students' interest and appreciation for the modern dance. It also aims at promoting a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction. | Whole year   | S1-S5           | 16                     | \$9,280.00           | \$580.00                        | E1                  | Arts (Others)   | 98% attendance by the students who would perform their own choreographed dance on 26 July 2024 at HKICC Lee Shau Kee School of Creativity |  | ✓ | ✓ |   | ✓ |

| No. | Name, Brief Description and Objective of the Activity   | Date           | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain        | Evaluation Results   | Essential Learning Experiences   |   |   |   |   |
|-----|---|----------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|---------------|--|--|---|---|---|---|
|     |   |                | Level           | Number of Participants |                      |                                 |                     |               |  | I  | V | P | S | C |
|     |   |                |                 |                        |                      |                                 |                     |               |  | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 66  | <u>Choreograph My Own Dance Coach fee</u><br>To promote a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction  | Whole year     | S1-S5           | 16                     | \$8,017.00           | \$501.06                        | E5                  | Arts (Others) | Students had been awarded the Commended Prized in the 60th Schools Dance Festival (Competition) and performed in the School Speech Day dance titled 'Feathery Esteem'. |  |   | ✓ |   | ✓ |
| 67  | <u>Choreograph My Own Dance Travelling fee</u><br>To promote a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction   | Whole year     | S1-S5           | 16                     | \$750.00             | \$46.88                         | E2                  | Arts (Others) | Students had been awarded the Commended Prized in the 60th Schools Dance Festival (Competition) and performed in the School Speech Day dance titled 'Feathery Esteem'. |  |   | ✓ |   | ✓ |
| 68  | <u>Choreograph My Own Dance Fee for renewal of membership of Hong Kong Schools Dance Association (HKSDA)</u><br>The interschool dance competition aims at promoting a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction. | Whole year     | S1-S5           | 16                     | \$500.00             | \$31.25                         | E1                  | Arts (Others) | Students had been awarded the Commended Prized in the 60th Schools Dance Festival (Competition) and performed in the School Speech Day dance titled 'Feathery Esteem'. |  |   | ✓ |   | ✓ |
| 69  | <u>Choreograph My Own Dance Application fee for Schools Dance Festival of HKSDA and video-recording fee</u><br>The interschool dance competition aims at promoting a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction.  | 10/2023-7/2024 | S1-S5           | 16                     | \$400.00             | \$25.00                         | E1                  | Arts (Others) | Students had been awarded the Commended Prized in the 60th Schools Dance Festival (Competition) and performed in the School Speech Day dance titled 'Feathery Esteem'. |  |   | ✓ |   | ✓ |

| No. | Name, Brief Description and Objective of the Activity   | Date   | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain           | Evaluation Results   | Essential Learning Experiences   |   |   |   |   |
|-----|---|--|-----------------|------------------------|----------------------|---------------------------------|---------------------|------------------|--|--|---|---|---|---|
|     |   |  | Level           | Number of Participants |                      |                                 |                     |                  |  | I  | V | P | S | C |
|     |   |  |                 |                        |                      |                                 |                     |                  |  | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 70  | <u>Speech Day Chinese Dance Performance &amp; 60<sup>th</sup> Schools Dance Festival 導師費</u><br>To let students explore, expose and experience; To unleash students' potential and build up their confidence  | 10/2023-5/2024                                 | S1-S6           | 20                     | \$21,500.00          | \$1,075.00                      | E5                  | Arts (Others)    | In the 60 <sup>th</sup> Schools Dance Festival, we were awarded the Highly Commended Award. Positive feedback was received from the instructor. The students were good-natured and enjoyed dancing.  |  | ✓ | ✓ |   |   |
| 71  | <u>Speech Day Chinese Dance Performance &amp; 60<sup>th</sup> Schools Dance Festival Travelling fee to the competition venue</u><br>To let students explore, expose and experience; To unleash students' potential and build up their confidence  | 1-3/2024                                       | S1-S6           | 20                     | \$1,500.00           | \$75.00                         | E2                  | Arts (Others)    | In the 60 <sup>th</sup> Schools Dance Festival, we were awarded the Highly Commended Award. Positive feedback was received from the instructor. The students were good-natured and enjoyed dancing.  |  | ✓ | ✓ |   |   |
| 72  | <u>Speech Day Chinese Dance Performance &amp; 60<sup>th</sup> Schools Dance Festival Application fee for joining the competition and HD video recording for the competition</u><br>To let students explore, expose and experience; To unleash students' potential and build up their confidence | 1-3/2024                                       | S1-S6           | 20                     | \$545.00             | \$27.25                         | E1                  | Arts (Others)    | In the 60 <sup>th</sup> Schools Dance Festival, we were awarded the Highly Commended Award. Positive feedback was received from the instructor. The students were good-natured and enjoyed dancing.  |  | ✓ | ✓ |   |   |
| 73  | <u>MC Training sessions for School Ambassador Team members</u><br>To provide students with essential skills for being MC  | 15/11/2023, 22/11/2023, 13/12/2023, 20/12/2023 | S1-S5           | 34                     | \$18,000.00          | \$529.41                        | E1                  | English Language | It was effective in helping students learn how to prepare for an event, write a script, essential skills and etiquette, as well as how to improvise when situations happen. Students were given lots of chances to practice with authentic materials, including scripts for school events and corporate events, and learned the ways to handle different situations. |  |   |   | ✓ | ✓ |

| No. | Name, Brief Description and Objective of the Activity  | Date             | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                                      | Evaluation Results   | Essential Learning Experiences   |   |   |   |   |
|-----|--|------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|---|--|--|---|---|---|---|
|     |  |                  | Level           | Number of Participants |                      |                                 |                     |   |  | I  | V | P | S | C |
|     |  |                  |                 |                        |                      |                                 |                     |   |  | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 74  | <u>Drama Club Musical Performance during Post-exam period - Tutor fee</u><br>To help students learn about performing arts, and professional skills like acting, singing and dancing. Besides, students could learn some backstage skills such as lighting, sound effects, backstage management, etc. | 7/2024           | S1-5            | 26                     | \$40,000.00          | \$1,538.46                      | E6                  | Cross-Disciplinary (English, Art and music) | The students performed on 8 <sup>th</sup> July 2024. Their performances were highly appreciated and they were regarded as a great success. The students were highly motivated to learn and they were much more confident than before. Through the activities, students learnt accurate pronunciation, acting, singing and dancing skills. All in all, the drama course was found to be fruitful and a great success. |  | ✓ | ✓ |   |   |
| 75  | <u>HKMUN Conference Fee of the English Public Speaking Club</u><br>Increase exposure to global current affairs via public speaking   | 3/2024           | S3-4            | 2                      | \$0.00               | \$0.00                          | E6                  | English Language                            | Due to the time constraint, students were unable to attend the competition.  | ✓  |   |   |   |   |
| 76  | <u>CUHKMUN Conference Fee of the English Public Speaking Club</u><br>Increase exposure to global current affairs via public speaking   | 4/2024           | S3-5            | 2                      | \$0.00               | \$0.00                          | E6                  | English Language                            | Due to the time constraint, students were unable to attend the competition.  | ✓  |   |   |   |   |
| 77  | <u>Odyssey of the Mind of the English Public Speaking Club</u><br>Use of public speaking in drama format to solve STEAM solutions  | 24/2/2024        | S1-4            | 7                      | \$0.00               | \$0.00                          | E6                  | Cross-Disciplinary (STEM)                   | Due to the time constraint, students were unable to attend the competition.  | ✓  |   |   |   |   |
| 78  | <u>Transport subsidy for the activities organized by the Astronomy Club</u><br>To subsidize the transportation expenses of outside visits.   | 11/2023 - 7/2024 | S3-S6           | 20                     | \$0.00               | \$0.00                          | E2                  | Science                                     | Service providers cannot offer service due to limited places for local schools.  | ✓  |   |   |   |   |

| No. | Name, Brief Description and Objective of the Activity   | Date          | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain             | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|---|---------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|--------------------|---|--|---|---|---|---|
|     |   |               | Level           | Number of Participants |                      |                                 |                     |                    |   | I  | V | P | S | C |
|     |   |               |                 |                        |                      |                                 |                     |                    |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 79  | <u>Coach Fee for the English Debating Team</u><br>To equip students with debating skills and critical thinking. The students will receive training for interschool and intraschool debate competitions. | 9/2023-7/2024 | S1-S5           | 18                     | \$33,600.00          | \$1,866.67                      | E5                  | English Language   | The students joined three interschool debating competitions and were exposed to a wide range of debating activities in the team. They participated in a number of rounds of debating competitions with other schools, which honed their debating skills and critical thinking skills. | ✓  |   |   |   |   |
| 80  | <u>Volleyball Club 校隊練習及比賽費用</u><br>To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance                                     | Whole year    | S1-S6           | 32                     | \$15,115.00          | \$472.34                        | E5                  | Physical Education | High attendance rate  |  |   | ✓ |   |   |
| 81  | <u>Athletics Club 校隊練習及比賽費用</u><br>To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance                                      | Whole year    | S1-S6           | 39                     | \$10,850.00          | \$278.21                        | E5                  | Physical Education | High attendance rate  |  |   | ✓ |   |   |
| 82  | <u>Athletics Club 香港業餘田徑總會運動員註冊証</u><br>To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance                                 | Whole year    | S1-S6           | 6                      | \$360.00             | \$60.00                         | E5                  | Physical Education | High attendance rate  |  |   | ✓ |   |   |
| 83  | <u>Basketball Club 校隊平日練習及比賽費用</u><br>To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance                                   | Whole year    | S1-S6           | 23                     | \$7,605.00           | \$330.65                        | E5                  | Physical Education | High attendance rate  |  |   | ✓ |   |   |

| No. | Name, Brief Description and Objective of the Activity   | Date       | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|---|------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|---|--|---|---|---|---|
|     |   |            | Level           | Number of Participants |                      |                                 |                     |                             |   | I  | V | P | S | C |
|     |   |            |                 |                        |                      |                                 |                     |                             |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 84  | <u>P.E. Panel 學界賽事及其他賽事費用</u><br>To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance                    | Whole year | S1-S6           | 85                     | \$5,794.00           | \$68.16                         | E1                  | Physical Education          | High attendance rate  |  |   | ✓ |   |   |
| 85  | <u>Campus TV Media Course fee</u><br>To equip students with basic filming and editing techniques  | Whole year | S1-S5           | 15                     | \$21,000.00          | \$1,400.00                      | E5                  | Cross-Disciplinary (Others) | High attendance rate<br>60% of students agreed that they learnt the basic skills of filming and editing |  |   | ✓ |   |   |
| 86  | <u>Leadership Training Day Camp</u><br>To enhance the leadership and self-confidence of the student leaders   | 25/3/2024  | S4              | 77                     | \$20,500.00          | \$266.23                        | E1                  | Leadership Training         | Positive feedback from teachers and students.   | ✓  | ✓ |   |   | ✓ |
| 87  | <u>Leadership Training Day Camp</u><br>To enhance the leadership and self-confidence of the student leaders   | 25/3/2024  | S4              | 86                     | \$4,360.00           | \$50.70                         | E2                  | Leadership Training         | Positive feedback from teachers and students.   |  |   |   |   |   |
| 88  | <u>After-school or post-exam activities about student leadership development</u><br>To stretch students' leadership skills and enhance the sense of belonging to school and society | Whole year | S3-S5           | 20                     | \$4,000.00           | \$200.00                        | E1                  | Leadership Training         | All participants were satisfied with the whole programme and enjoyed it.                                | ✓  | ✓ | ✓ | ✓ | ✓ |
| 89  | <u>After-school or post-exam activities about student leadership development</u><br>To stretch students' leadership skills in how to organize and plan the school activity          | 16/1/2024  | S3-S5           | 45                     | \$2,500.00           | \$55.56                         | E1                  | Leadership Training         | All participants were satisfied with the training and agreed to have personal growth.                   | ✓  | ✓ |   |   | ✓ |
| 90  | <u>After-school or post-exam activities about student leadership development</u><br>To stretch students' leadership skills and enhance the sense of belonging to school and society | Whole year | S1-S6           | 100                    | \$491.80             | \$4.92                          | E1                  | Leadership Training         | All participants were satisfied with the whole programme and enjoyed it.                                | ✓  | ✓ |   |   | ✓ |

| No. | Name, Brief Description and Objective of the Activity   | Date       | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|---|------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|---|--|---|---|---|---|
|     |   |            | Level           | Number of Participants |                      |                                 |                     |                             |   | I  | V | P | S | C |
|     |   |            |                 |                        |                      |                                 |                     |                             |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 91  | <u>2023/2024 OWLHK 全方位學習活動-森林生態學家</u><br>Through playing board games, students learned about the concept of the food chain and the relationship between forest creatures, as well as the impact of human activities on forest ecosystems. | 29/1/2024  | S3              | 41                     | \$5,000.00           | \$121.95                        | E6                  | Science                     | Students enjoyed playing the board game and were interested in the fun facts about organisms being shared. However, some of them were inattentive during the lecture. |  | ✓ |   |   |   |
| 92  | <u>2023/2024 Learning activity-The Mills Tour and workshop</u><br>To enrich students' understanding of the manufacturing industry of HK in the past   | 21/2/2024  | S3              | 99                     | \$9,460.00           | \$95.56                         | E1                  | Cross-Disciplinary (Others) | 98.9% of students were satisfied with the visit.  | ✓  |   |   |   | ✓ |
| 93  | <u>2023/2024 中文科新年攤位活動用品</u><br>To promote the Chinese culture to students  | 6-7/2/2024 | S1-S6           | 652                    | \$2,522.17           | \$3.87                          | E1,E7               | Chinese Language            | Students could build a sense of identity with Chinese culture.  |  | ✓ |   |   |   |
| 94  | <u>2023/2024 學校旅行 S1-6 旅遊巴士車費</u><br>To provide transportation services for students attending the school picnic, offering them the opportunity to enjoy the natural environment and engage more with their teachers and peers.           | 5/12/2023  | S1-S5           | 653                    | \$30,600.00          | \$46.86                         | E2                  | Cross-Disciplinary (Others) | This activity could enhance the bonding between students and teachers.  |  | ✓ | ✓ |   |   |
| 95  | <u>Transportation-聖母書院-何文田包美達中心</u><br>To enhance students' musical appreciation.   | 29/2/2024  | S1-5            | 70                     | \$1,500.00           | \$21.43                         | E2                  | Arts (Music)                | Positive feedback from teachers and students.   |  |   | ✓ |   |   |
| 96  | <u>2023/2024 關愛社會攤位遊戲</u><br>To raise students' awareness of the importance of caring for those in need.  | 26/1/2024  | S1-6            | 652                    | \$800.00             | \$1.23                          | E5                  | Value Education             | The activity was interesting and informative。   |  | ✓ |   |   |   |

| No. | Name, Brief Description and Objective of the Activity   | Date      | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                              | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-----|---|-----------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-------------------------------------|---|--|---|---|---|---|
|     |   |           | Level           | Number of Participants |                      |                                 |                     |                                     |   | I  | V | P | S | C |
|     |   |           |                 |                        |                      |                                 |                     |                                     |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 97  | <u>Sik Sik Yuen Mobile Lab Programme Transportation to Ho Yu College</u><br>To enrich students' knowledge of biology  | 4/7/2024  | S5              | 46                     | \$1,000.00           | \$21.74                         | E2                  | Science                             | Above 80% of students rated the activity was good or above  | ✓  |   |   |   |   |
| 98  | <u>Interactive Talk on the Conservation of Animals</u><br>To help students gain awareness of the conservation of animals  | 8/7/2024  | S1              | 129                    | \$3,000.00           | \$23.26                         | E1, E5              | Science                             | New activity for students and they participated actively.   | ✓  | ✓ |   |   |   |
| 99  | <u>新春書法工作坊</u><br>To promote Chinese culture.   | 2/2/2024  | S1-S6           | 25                     | \$2,500.00           | \$100.00                        | E1                  | Moral, Civic and National Education | Positive feedback from teachers and students.   |  | ✓ |   |   |   |
| 100 | <u>認識香港非物質文化遺產大坑舞火龍及古蹟保育之旅</u><br>Understanding Hong Kong's Intangible Cultural Heritage, Hakka Culture and exploring Heritage Conservation.  | 25/3/2024 | S1              | 129                    | \$44,462.00          | \$344.67                        | E1 & E2             | Moral, Civic and National Education | 100% of the students were satisfied with the visit and the workshop on making the Hakka Rice Cakes. | ✓  | ✓ |   |   |   |
| 101 | <u>作家講座「水底辦公室-天堂潛水員: 章英傑」</u><br>The diver-writer shares personal experiences that reveal the challenges faced while pursuing both diving and writing, illustrating how obstacles can be transformed into opportunities for growth. Students are inspired to embrace their passions, remain determined in the face of adversity, and understand that every setback can serve as a stepping stone towards fulfilling their dreams. | 21/2/2024 | S2 & S5         | 134                    | \$3,000.00           | \$22.39                         | E5                  | Chinese Language                    | 99% of the students appreciated the book-sharing and the underwater world.                          | ✓  | ✓ |   |   | ✓ |



| No.                   | Name, Brief Description and Objective of the Activity   | Date                | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                    | Evaluation Results   | Essential Learning Experiences   |   |   |   |   |
|-----------------------|---|---------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|---------------------------|--|--|---|---|---|---|
|                       |   |                     | Level           | Number of Participants |                      |                                 |                     |                           |  | I  | V | P | S | C |
|                       |   |                     |                 |                        |                      |                                 |                     |                           |  | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 102                   | <u>2023/2024 作家講座-葉曉文小姐</u><br>Literary landscape writing sharing to educate students not only on writing about nature but also to treasure wildlife to achieve sustainability.                         | 29/4/2024           | S3 & S5         | 199                    | \$2,000.00           | \$10.05                         | E5                  | Chinese Language          | 100% of the students appreciated the sharing by the author and were fully engaged in the talk that showed the endangered species, particularly those junna and foral unique to Hong Kong.  | ✓  | ✓ |   |   |   |
| 103                   | <u>2023/2024 書簽工作坊-葉曉文小姐</u><br>Bookmark zen drawing enables students to relax their stress by releasing their emotions in their works  | 29/4/2024           | S3 & S5         | 199                    | \$4,000.00           | \$20.10                         | E1 & E5             | Arts (Visual Arts)        | 100% of students were fully engaged in the zen drawing activity. They had made their own postcards which were shared during the talk.  | ✓  | ✓ | ✓ |   |   |
| Sub-total of Item 1.1 |   |                     |                 |                        | 11,003               | \$877,070.27                    |                     |                           |  |  |   |   |   |   |
| 1.2                   | <b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons  |                     |                 |                        |                      |                                 |                     |                           |  |  |   |   |   |   |
| 1                     | <u>English Study Tour to Singapore</u><br>To let students understand the culture of another country. To use English in authentic situations. To learn about sustainability and environmental concerns   | 23/3/2024-27/3/2024 | S1-S5           | 25                     | \$114,828.00         | \$4,593.12                      | E3, E4              | English and Biology Panel | Students gained a lot of insights about Singapore and its conservation work.   | ✓  | ✓ |   |   |   |
| 2                     | <u>Geography S4 &amp; 5 Geography Japan 5-day Study Tour</u><br>1. To learn the geological resources in Japan and how they use them wisely<br>2. To know the development of sustainable cities in Japan | 23/3/2024-27/3/2024 | S4 & S5         | 22                     | \$94,240.00          | \$4,283.64                      | E3, E4              | Geography                 | 78.9% of students responded that they gained a deeper understanding of the place after the tour. 78.9% of students have broadened their exposure and horizons after the tour. 84.2% of students have gained deeper and wider geographical knowledge after the tour. The feedback was positive. | ✓  | ✓ |   |   |   |

| No. | Name, Brief Description and Objective of the Activity   | Date                | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain           | Evaluation Results   | Essential Learning Experiences   |   |   |   |   |
|-----|---|---------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|------------------|--|--|---|---|---|---|
|     |   |                     | Level           | Number of Participants |                      |                                 |                     |                  |  | I  | V | P | S | C |
|     |   |                     |                 |                        |                      |                                 |                     |                  |  | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 3   | <u>Taitung Study Tour</u><br>1. To learn how farmers interact and conserve nature in the Healthy Farm<br>2. To have insights on the provision of elderly care services by visiting Taitung Our Lady's College<br>3. To have hands-on experience in taking care of the elderly<br>4. To enshrine their spiritual development through guided visits to the churches of the tribes | 23/7/2024-28/7/2024 | S1-S4           | 18                     | \$38,405.12          | \$0.00                          | E3, E4              | Values Education | 98% of the participants were satisfied with the visit to the Health Farm where they could have hands-on experiences in Tofu making and salad preparation. 100% of them agreed that they learnt the tribal traditions of various minority tribes living in Taitung and the sustainable development of elderly care services in Our Lady's Hospital in Taitung which they had a critical reflection of their applicability to Hong Kong. | ✓  | ✓ |   | ✓ | ✓ |
| 4   | <u>English Study Tour to the United Kingdom</u><br>This tour can immerse students in an English-speaking environment and expose them to new experiences and British culture.  | 29/6/2024-15/7/2024 | S1-S4           | 22                     | \$141,825.54         | \$6,446.62                      | E3, E4              | English Language | Overall, students enjoyed the experience and reported learning English Language skills, cultural awareness and personal development. They also expressed that they gained valuable exposure through the tour.  | ✓  |   |   |   |   |

| No.                     | Name, Brief Description and Objective of the Activity  | Date                | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain                      | Evaluation Results  | Essential Learning Experiences   |   |   |   |   |
|-------------------------|--|---------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------------------------|---|--|---|---|---|---|
|                         |  |                     | Level           | Number of Participants |                      |                                 |                     |                             |   | I  | V | P | S | C |
|                         |  |                     |                 |                        |                      |                                 |                     |                             |   | I: Intellectual Development (closely linked with curriculum)<br>V: Value (Moral & Civic Education)<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 5                       | <u>Japan exchange tour</u><br>The International Week Exchange Programme in Tokyo included interactive lessons and workshops, social activities, and excursions with Salesian school delegates from different countries. Our students had the chance to immerse themselves in the life of a student in Japan and were given opportunities to mingle with peers from around the world. They experienced first-hand what life is like in a local school in Japan. | 17/3/2024-23/3/2024 | S4              | 2                      | \$5,081.00           | \$2,540.50                      | E3, E4              | Cross-Disciplinary (Others) | The feedback from the students was very positive. They agreed that they gained a better understanding of the cultural differences between Hong Kong and Japan. Additionally, they found the exchange tour to be hugely rewarding in terms of knowledge enrichment, lifelong friendships, and personal growth. |  | ✓ |   |   |   |
| Sub-total of Item 1.2   |  |                     |                 |                        | 89                   | \$394,379.66                    |                     |                             |   |  |   |   |   |   |
| Expenses for Category 1 |  |                     |                 |                        | 11,092               | \$1,271,449.93                  |                     |                             |   |  |   |   |   |   |

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

| No. | Item   | Purpose   | Actual Expenses (\$) |
|-----|--|---|----------------------|
| 1   | English Speech Festival - Materials and Miscellaneous  | To purchase the materials needed for students joining the HK Schools Speech Festival      | \$1,176.80           |
| 2   | STEAM Large 3D printers  | For printing large products of the S3 STEAM subject                                       | \$4,959.77           |
| 3   | STEAM Software / Resources   | For support of the S3 STEAM subject   | \$7,153.45           |
| 4   | STEAM Drone for competitions   | For the Drone Flying workshop (Club / Lesson activities)                                  | \$7,131.19           |
| 5   | STEAM Interactive projectors and workshop for VR   | For the VR Experience Workshop (Club / Lesson activities)                                 | \$4,924.38           |
| 6   | Moral and Civic Education Team Materials of National Security Education (eg. Flags, Moveable Flag Pole) (National) | Buy materials for National Security Education   | \$5,446.00           |
| 7   | Western Dance Club Choreograph My Own Dance Cosmestic and make-up accessories for performances                     | To purchase cosmetics and other accessories for students dressing up for the performances | \$2,340.63           |
| 8   | Western Dance Club Choreograph My Own Dance Props for the dance  | To purchase props for staging students' performances                                      | \$0.00               |
| 9   | Western Dance Club Choreograph My Own Dance Costume for the Speech Day and Schools Dance Festival                  | To dress up students for staging their performances                                       | \$459.40             |
| 10  | 中國舞蹈學會 Speech Day Performance & 60 <sup>th</sup> Schools Dance Festival a) 服裝共 20 套 \$450 x 20                     | Buying costumes for the Chinese Dance Club performance and competition                    | \$8,480.00           |
| 11  | 中國舞蹈學會 Speech Day Performance & 60 <sup>th</sup> Schools Dance Festival b) Cosmetic and make-up                    | Buying cosmetics and make-up for the Chinese Dance Club performance and competition       | \$2,907.90           |
| 12  | 中國舞蹈學會 Speech Day Performance & 60 <sup>th</sup> Schools Dance Festival d) Props for the dance                     | Buying props for the Chinese Dance Club performance and competition                       | \$973.00             |
| 13  | Drama Club Musical Performance during Post-exam Period - Costumes  | Drama Club Musical Performance  | \$0.00               |
| 14  | Drama Club Musical Performance during Post-exam period - Props   | Drama Club Musical Performance  | \$0.00               |
| 15  | Drama Club Musical Performance during Post-exam period - Cosmetics   | Drama Club Musical Performance  | \$0.00               |
| 16  | Astronomy Club - Books   | Learning resources depository   | \$0.00               |

| No.                                      | Item                         | Purpose  | Actual Expenses (\$)  |
|--|------------------------------|--|-----------------------|
| 17                                       | Astronomy Club - Equipment   | Learning materials for club activities   | \$0.00                |
| 18                                       | Board Games Club Board Games | The purchase of board games provides a fun and engaging way for students to learn important skills such as critical thinking, problem-solving, communication skills, social skills and teamwork. They offer a break from traditional classroom learning opportunities and can help students relax and de-stress. | \$0.00                |
| 19                                       | Campus TV 2 SONY ZV-1 II     | Purchase of equipment for the Campus TV course   | \$1,180.00            |
| 20                                       | Volleyball Club – Sportswear | For school team training and competitions  | \$3,000.00            |
| 21                                       | Athletics Club - Sportswear  | For school team training and competitions  | \$0.00                |
| 22                                       | Basketball Club - Sportswear | For school team training and competitions  | \$2,300.00            |
| 23                                       | Red Cross flagpole           | Purchase the training material used in Red Cross Club and Sports Day   | \$1,210.00            |
| 24                                       | T-Shirts for Musical         | For joining the musical - Café I Do  | \$2,600.00            |
| <b>Expenses for Category 2</b>           |                              |  | <b>\$56,242.52</b>    |
| <b>Expenses for Categories 1 &amp; 2</b> |                              |  | <b>\$1,327,692.45</b> |

\* Input using the following codes; more than one code can be used for each item.

|    |  |    |  |
|----|--|----|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. ) | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E2 | Transportation fees  | E7 | Purchase of equipment, instruments, tools, devices, consumables  |
| E3 | Fees for non-local exchange activities / competitions (students)   | E8 | Purchase of learning resources (e.g. educational software, resource packs)   |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers)   | E9 | Others (please specify)  |
| E5 | Fees for hiring expert / professionals / coaches   |    |  |

**Category 3: Number of Student Beneficiaries**

|  |      |
|--|------|
| Total number of students in the school:                | 657  |
| Number of student beneficiaries:                       | 657  |
| Percentage of students benefitting from the Grant (%): | 100% |

Contact Person for Life-Wide-Learning

Name: Ms Cherry Lee

Post: Vice-Principal

## Appendix 9. Spending for Citizenship and Social Development Grant (CSG)

Objective: To enhance the learning and teaching effectiveness (提升教與學效能)

| 策略 / 工作  | 時間表  | 對象     | 成功準則  | 評估方法                              | 負責人          | 預算開支      | 成效  | 檢討  | 開支          |
|--|------|--------|---|-----------------------------------|--------------|-----------|---|---|-------------|
| 發展或採購相關的學與教資源，以優化學生的學習：在學科中，就學生所學，善用採購相關的學教資源，透過課堂討論及課業練習進行訓練，提供不同的機會讓學生應用及鞏固所學      | 整個學年 | 中四至中六級 | 學生透過練習提升對本科認識、國民身份認同及答題技巧                     | 學生學習表現<br>老師回饋                    | Ms Ada Kwong | \$15,000  | 透過採購不同出版商的網上學習資源、參考書籍，教師能有效利用網上資源設計課堂活動及提升教、考、評配合度。同時亦著學生於圖書館導覽活動，了解更多有關本科購置的圖書館藏書，並完成相關閱讀報告，學生普遍反映有效提升對本科的認識及國民身份認同感。  | 將會致力尋找不同機構的中英文版網上資源及有關圖書，以豐富題目及課程學習的多元性，有助學生提升對本科的認識及提高教師的教學效能。             | \$10,200.00 |
| 舉辦和公民科課程相關的校本學習活動：舉辦古蹟文化遊，讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學。 | 下學期  | 中四及中五級 | 學生同意活動或比賽能發展她們的潛能及提升文化自信<br><br>老師活動後與學生反思與檢討 | 老師觀察<br>學生對活動的評價<br>學生問卷<br>學期終檢討 | Ms Ada Kwong | \$100,000 | <b>傳統文化工作坊</b><br>安排中四級學生於 11 月 21 日參加「民間學堂」藍屋導賞及中國剪紙工作坊，透過導賞團，讓學生更深入認識地區文化保育，及把關注的社區文化議題由灣仔社區拉闊至全港。同時，由街坊教授製作中國剪紙，讓同學體驗中華文化及中國歷史遠古流傳至今的民間藝術及了解其含意，了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學<br>學生考察前預習、考察期間記錄相片及設施用途，及考察後反思報告中，教師反映這能幫助增加同學對行程景點的理解、有效了解香港社會以中華文化為主題的多元文化特徵，及鞏固課程所學，增強文化自信。<br><br>在活動後的問卷調查中，100%學生認同是次活動能增加對公民與社會發展科課題的認識(例如香港社會的多元文化課題等)和文化自信。 | 學習活動能讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學，來年將繼續舉辦其他活動。 | \$65,877.80 |

| 策略 / 工作   | 時間表 | 對象  | 成功準則             | 評估方法 | 負責人          | 預算開支    | 成效  | 檢討   | 開支      |
|---|-----|-----|------------------|------|--------------|---------|---|--|---------|
| 舉辦和公民科課程相關的校本學習活動：<br>舉辦古蹟文化遊，讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學。(續) |     |     |                  |      |              |         | <p>100%學生認同是次活動能提升對公民與社會發展科的學習興趣。超過 95%學生認同活動的行程及形式安排理想。</p> <p><b>長洲歷史文化探索之旅</b><br/>與德育及公民教育組合辦，中五級學生於3月25日透過是次參觀長洲的寶貴經驗，讓學生深入探索島上的文化遺產，並了解了有關的歷史意義。此外，學生還參與了傳統工藝的工作坊，『長洲非遺』立體浮雕工作坊和平安包工作坊，並品嚐了當地美食。這次體驗豐富了她們對傳統中國文化的理解，是一個難忘的文化之旅。</p> <p>在活動後的問卷調查中，98.5%學生認同是次活動能增加對公民與社會發展科課題的認識和文化自信。100%學生認同是次活動能提升文化遺產的歷史和背後故事的認識。81.5%學生認同活動的行程及形式安排理想。</p> <p>師生均認同校外考察活動能讓同學走出課室，親身體驗中華文化，鞏固課程所學，提升國民身份認同感。</p> <p><b>廣州東莞歷史文化考察團</b><br/>部分中四中五學生於24/3至25/3/2024參加廣州東莞歷史文化考察團，全團師生共33人。參觀地點包括孫中山博物館、永慶坊及海防博物館等。是次活動不但可以發展個人潛能，亦能推廣學生欣賞中國文化。最後，學生亦於早訓時間分享體驗及所學。</p> |  |         |
| 其他：為內地考察團帶隊老師及學生小組組長購買電話數據咭   | 下學期 | 中五級 | 參加者同意通訊資源能提升溝通效能 | 老師觀察 | Ms Ada Kwong | \$1,200 | 為內地考察團帶隊老師及學生小組組長購買電話數據咭，老師及學生普遍同意通訊資源能幫助行程期間資料蒐集、提升溝通效能。   | 老師及學生普遍同意通訊資源能提升溝通效能，來年將繼續為國內考察活動購置通訊數據資源。 | \$820.8 |

預計於 2024-2025 學年可使用的餘額: \$183,255.60-



## Appendix 10. Spending for Student Activities Support Grant (SASG)

### Income

|                |             |
|----------------|-------------|
| Grant Received | \$79,300.00 |
|----------------|-------------|

### Less: Expense

| <u>Activities/Courses</u>                | <u>No. of target<br/>students</u> | <u>No. of non-target<br/>students</u> | <u>Expenditure</u> |
|--|-----------------------------------|---------------------------------------|--------------------|
| School-based English Learning Activities | 0                                 | 8                                     | \$2,016.00         |
| Sports Events Coaching Fees              | 3                                 | 0                                     | \$960.00           |
| Chinese Instrument Classes               | 1                                 | 2                                     | \$9,180.00         |
| Post-Exam Interest Classes               | 22                                | 81                                    | \$5,665.00         |
| Scientific Exploration Programme         | 0                                 | 2                                     | \$2,806.00         |
| Study Tours                              | 2                                 | 5                                     | \$21,129.00        |
| Purchase of Sports Uniform               | 1                                 | 0                                     | \$170.00           |
| Purchase of Western Dance Costume        | 1                                 | 9                                     | \$885.00           |
| Purchase of Musical Instrument           | 1                                 | 3                                     | \$2,702.00         |
|  |                                   |                                       | <u>\$45,513.00</u> |
| Unspent Amount to be Returned to the EDB |                                   |                                       | <u>\$33,787.00</u> |

141 students were subsidized by the grant. They could further develop their potential and interests through participating in various activities.

## Appendix 11. Spending for Mental Health at School One-off Grant

### Income

|                |              |
|----------------|--------------|
| Grant Received | \$ 60,000.00 |
|----------------|--------------|

### Expenditure

| Item   | Amount (\$)  |
|--|--------------|
| 1. Joy to OLC-Mental Health Day (13/12/2023) | \$5,752.10   |
| 2. Presents for Big Sisters (31/1/2024)      | \$531.70     |
| 3. 聖母樂繽紛，開心迎龍年 (6-7/2/2024)                  | \$10,744.02  |
| 4. Thanksgiving Day Presents (8/3/2024)      | \$2,559.70   |
| 5. Relaxation Days (22-23/5/2024)            | \$5,809.68   |
| 6. 青少年文化小組聯歡會 (2/7/2024)                     | \$622.00     |
| Total Expenditure                            | \$ 26,019.20 |

### Balance

\$ 60,000.00-\$26019.20= \$ 33980.80

## Appendix 12. Spending for Mental Health of Parents and Students One-off Grant

### Income

|                |              |
|----------------|--------------|
| Grant Received | \$ 20,000.00 |
|----------------|--------------|

### Expenditure

| Item                              | Amount (\$) |
|-----------------------------------|-------------|
| 1. 聖母樂繽紛，開心迎龍年 (6-7/2/2024)       | \$2,358.00  |
| 2. Relaxation Days (22-23/5/2024) | \$939.44    |
| Total Expenditure                 | \$ 3,297.44 |

### Balance

\$ 20,000.00-\$3,297.44 = \$ 16,702.56

Endorsed by  
The Incorporated Management Committee of  
Our Lady's College

Submitted by : *Sr Amy Lim*

Sr Lim Lai Ling Amy  
Principal

Date : 28<sup>th</sup> October 2024